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ABSTRACT

Many experts agree that high-quality television can be an excellent supplement to active learning in the classroom and at home. This guide contains activities for children ages 3 to 6, each activity incorporating a theme or topic related to an episode of "Arthur," a Public Broadcasting System program for young children. Many of the activities build and support early and emergent literacy skills through storytelling, word recognition, discussion, vocabulary games, and more. Each activity describes the skills addressed, the needed materials, and easy-to-follow directions. Many activities also include ways for children to be active within their neighborhoods, ideas for involving parents and family members, suggestions for learning centers, ways to enrich and extend the activity beyond the one-day period, ideas for group discussion, and information regarding a video's appropriateness for younger versus older children. Also included in the guide are "Arthur" episode descriptions, recipes, a resource list, suggested "Arthur" book titles, and an "Arthur" coloring sheet. (KB)

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ED 446 862

Play and Learn with Arthur

100 Creative Activities for Children Ages 3 to 6

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Volume I • Program Numbers 101-130 & 201-220

Dear Educator:

Libby's® Juicy Juice® is proud to sponsor the PBS ARTHUR™ series for children. We commend PBS for quality educational programming that challenges children's minds. Promoting literacy has always been a priority for us through a long-standing relationship with Reading is Fundamental. We believe ARTHUR continues to be a successful tool for enhancing children's reading and writing skills.

Libby's Juicy Juice hopes that these materials will be valuable as you work with your students on lessons and activities that follow ARTHUR programming.

Happy reading!

Libby's Juicy Juice

Table of Contents

About This Guide	2
How to Find Out When ARTHUR Is Broadcast	4
ARTHUR Episode Descriptions	6
ARTHUR Activities	8–57
Recipes and Class Book	58
Resources	59
ARTHUR Web Site	59
Arthur Books	60
Activity Index	61
Learning Center Index	63
Arthur Coloring Sheet	64

Each 12-minute ARTHUR story segment has a corresponding activity, indicated by the italicized page numbers on pages 6–7. To help you access activities that support your learning objectives, the indexes on pages 61–63 list the activities according to two different categories:

- **skill** (e.g., language and literacy skills)
- **content area** (e.g., science and health)

Visit Arthur online at www.pbs.org/arthur (see page 59 for more information).

For more information about any WGBH educational materials, or to order additional copies of this guide, call (617) 492-2777, ext. 3848.

About This Guide

Many experts agree that high-quality television can be an excellent supplement to active learning. Classrooms and families can use television to examine information, generate discussion, and enjoy new experiences. Because the ARTHUR characters so accurately reflect the joys and dilemmas of growing up, the show is remarkably well-suited to helping children understand themselves and the world around them. Whether it's through one-on-one dialogue or classroom discussion, ARTHUR is a great way for educators and parents to invite children to share their thoughts, ideas, feelings, and dreams, as well as to help them cope with the challenges they face.

Play and Learn with Arthur was developed by a team of preschool educators. Childcare providers, teachers, and parents of children ages 3–6 will find a host of activities that are fun, inexpensive, and easy to do. Although each activity—one for every story segment—incorporates a theme or topic related to an ARTHUR episode, the activities can be used independently. For many children, watching the ARTHUR shows leads to reading and enjoying the *Arthur* books. Many of the activities in *Play and Learn with Arthur* also build and support early and emergent literacy skills through storytelling, word recognition, discussion, vocabulary games, and more.

In addition to easy-to-follow directions, many activities also include these features:

- **Community Connection**
  Ways for children to be active within their own neighborhoods.
- **Family Connection**
  Ideas for involving parents and family members in the activities, both inside and outside the classroom.
- **In the Learning Center**
  Separate learning areas, primarily child-centered and based on the themes of the activities and videos, that allow children to explore and create on their own. Teachers are occasionally asked to help children get started by providing examples or suggestions. A Learning Center index (page 63) helps you find activities according to the type of center needed—e.g., Active Play Center, Cooking Center, Writing Center.
- **Take It Further**
  Ways to enrich and extend an activity beyond a one-day period.
- **Video Discussion**
  Addresses issues raised in the videos and offers ideas for group discussion.
- **Video Preview**
  Lets you know when a video may be more appropriate for older children.

Skill Building

Each activity in this guide has been designed to address the specific needs of preschool-aged children and to support the development of the skills outlined in this chart.

Skills	Description	Methods	Outcomes
Social and emotional development	Activities explore issues such as sibling rivalry, friendship, jealousy, sharing, fears.	Discussion, role-playing, cooperative games	Strengthens self-awareness and self-esteem; provides information and support.
Language and literacy skills	A literacy focus is infused throughout and found in specific activities designed to emphasize these skills.	Letter and word recognition, vocabulary, storytelling, sharing books, writing	Provides opportunities to practice and enhance skills, fosters an appreciation of books and reading.
Creative thinking and problem-solving skills	Many of the activities encourage children's imaginative play and invite them to solve various kinds of problems.	Role-playing, brainstorming, cooperative games, art and music activities	Encourages children to formulate solutions, stretch their imaginations.
Gross motor skills/ creative movement skills	In addition to promoting physical exercise, the activities also utilize creative movement.	Active play, dance, simple yoga, and gymnastics	Encourages body awareness and control, enjoyment of dance as expression.
Life skills	Topics such as street safety and nutrition are made fun and easy to understand.	Role-playing, cooking, field trips, games	Offers essential and practical information and hands-on experience.
Math skills	A wide range of number games and activities introduce mathematical concepts.	Counting, estimating, graphing, recognizing patterns, sorting	Builds familiarity with numbers and simple math concepts.
Science skills	Children learn about the natural world, scientific phenomena, and scientific method.	Observation, experiments, making predictions	Emphasizes simple science concepts; provides opportunities for hands-on work.
Art skills/music skills	An introduction to music and the arts is provided through a variety of media.	Drawing, painting, puppetmaking, making musical instruments, singing	Builds appreciation for the arts and artistic expression.
Cultural/social diversity appreciation and understanding	A multicultural perspective is encouraged, helping children understand and appreciate differences.	Discussion, books and other resources, role-playing, games	Children learn to value and respect themselves and others, and to appreciate new experiences.

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How to Find Out When ARTHUR™ Is Broadcast

Call your local public television station to find out broadcast dates and times for ARTHUR. If you want to know when a specific episode will be broadcast, please refer to the program numbers that accompany the episode list on pages 6–7.

Alabama

ALPTV
(205) 328-8756

Alaska

KAKM
Channel 7/Anchorage
(907) 563-7070
KTOO
Channel 3/Juneau
(907) 586-1670
KUAC
Channel 9/Fairbanks
(907) 474-5038
KYUK
Channel 4/Bethel
(907) 543-3131

American Samoa

KVZK
(684) 633-4191

Arizona

KAET
Channel 8/Phoenix
(602) 965-1004
KUAT
Channel 6/Tucson
(520) 621-3354

Arkansas

AETN
(800) 488-6689

California

KCET
Channel 28/Los Angeles
(213) 953-5309
KCSM
Channel 60/San Mateo
(415) 574-6586
KEET
Channel 13/Eureka
(707) 445-0813
KIXE
Channel 9/Redding
(916) 243-5493
KLCS
Channel 58/Los Angeles
(213) 625-4258
KOCE
Channel 50/
Huntington Beach
(714) 895-5623
KPBS
Channel 15/San Diego
(619) 594-4263
KQED
Channel 9/San Francisco
(415) 553-2140
KRCB
Channel 22/Rohnert Park
(707) 585-8522
KTEH
Channel 54/San Jose
(408) 453-6524
KVCR
Channel 24/San Bernardino
& Riverside
(909) 888-6511
KVIE
Channel 6/Sacramento
(916) 929-7474
KVPT
Channel 18/Fresno
(209) 266-1800

Colorado

KBDI
Channel 12/Broomfield &
Denver (303) 296-1212
KRMA
Channel 6/Denver
(303) 620-5687
KTSC
Channels 8 & 15/Pueblo
& Colorado Springs
(719) 543-8800

Connecticut

CPTV
(860) 278-5310

Delaware

WHYY
(215) 351-0511

District of Columbia

WETA
Channel 26
(703) 824-6526
WHMM
Channel 32
(202) 806-3200

Florida

WBCC
Channel 68/Cocoa
(407) 632-1111
WCEU
Channel 15/Daytona Beach
(904) 254-4477
WEDU
Chafinel 3/Tampa
(813) 254-3928
WFSU
Channel 11/Tallahassee
(904) 487-3170
WGCU
Channel 30/Fort Myers
& Naples
(904) 487-3170
WJCT
Channel 7/Jacksonville
(904) 358-6176
WLRN
Channel 17/Miami
(305) 995-1717
WMFE
Channel 24/Orlando
(407) 273-2300
WPBT
Channel 2/Miami
(305) 949-8321
WSRE
Channel 23/Pensacola
(904) 484-1236
WUFT
Channel 5/Gainesville
(352) 392-5551
WUSF
Channel 16/Tampa
(813) 974-4000
WXEL
Channel 42/West Palm Beach
(800) 464-9935

Georgia

GPTV
(404) 756-2564
WPBA
Channel 30/Atlanta
(404) 827-8923

Guam

KGTF
Channel 12/Agana
(671) 734-2207

Hawaii

KHET
Channel 11/Honolulu
(808) 973-1089

Idaho

IDPTV
(208) 373-7220
KISU
Channel 10/Pocatello
(208) 236-2857
KUID
Channel 12/Moscow
(208) 885-1226

Illinois

WEIU
Channel 51/Charleston
(217) 581-3056
WILL
Channel 12/Urbana
(217) 333-2769
WMEC
Channel 22/Macomb
(217) 786-6647
WQEC
Channel 27/Quincy
(217) 786-6647
WQPT
Channel 24/Moline
(309) 796-2424
WSEC
Channels 14 & 65/
Jacksonville & Springfield
(217) 786-6647
WTTW
Channel 11/Chicago
(773) 509-5483
WTVP
Channel 47/Peoria
(309) 677-3514
WYCC
Channel 20/Chicago
(773) 838-7878
WSIU
Channel 8/Carbondale
(618) 453-4343

Indiana

WFWA
Channel 39/Fort Wayne
(219) 484-8839
WFYI
Channel 20/Indianapolis
(317) 636-2020
WIPB
Channel 49/Muncie
(765) 285-2982
WNIN
Channel 9/Evansville
(812) 423-2973
WNIT
Channel 34/South Bend
& Elkhart
(219) 674-5961
WTIU
Channel 30/Bloomington
(812) 855-7185
WVUT
Channel 22/Vincennes
(812) 888-4345
WYIN
Channel 56/Merrillville
(219) 756-5656

Iowa

IAPTV
(800) 532-1290

Kansas

KOOD
Channel 9/Bunker Hill
(913) 483-6260
KPTS
Channel 8/Wichita
(316) 838-3090
KTWU
Channel 11/Topeka
(913)231-1111

Kentucky

KET
(606) 258-7000
WKPC
Channel 15/Louisville
(502) 459-9572
WKYU
Channel 24/Bowling Green
(502) 745-2400

Louisiana

WLAE
Channel 32/New Orleans
(504) 866-7411
WLPB
Channel 27/Baton Rouge
(504) 767-5660
WYES
Channel 12/New Orleans
(504) 483-8459

Maine

Maine PTV
(800) 884-1717

Maryland

MPT
(410) 581-4114

Massachusetts

WGBH/WGBX
Channels 2 & 44/Boston
(617) 492-2777
WGBY
Channel 57/Springfield
(413) 781-2801

Michigan

WCML
Channel 6/Alpena
(517) 774-3562
WCMU
Channel 14/Mount Pleasant
(517) 774-3562
WFUM
Channel 28/Flint
(810) 762-3028
WGVU
Channel 35/Grand Rapids
(616) 771-6666
WKAR
Channel 23/East Lansing
(517) 335-2300
WNMU
Channel 13/Marquette
(906) 227-1311
WTVS
Channel 56/Detroit
(313) 876-8179
WUCM
Channel 19/University Center
(517) 686-9346

Minnesota

KAWE
Channel 9/Bemidji
(218) 751-3407

KSMQ
Channel 15/Austin
(507) 433-0642

KTCA
Channel 2/St. Paul & Minneapolis
(612) 229-1546

KWCM
Channel 10/Appleton
(800) 726-3178

WDSE
Channel 8/Duluth
(218) 724-8567

Mississippi

MS ETV
(601) 982-6209

Missouri

KCPT
Channel 19/Kansas City
(816) 756-3580

KETC
Channel 9/St. Louis
(314) 512-9139

KMOS
Channel 6/Sedalia
(816) 543-4155

KOZK
Channel 21/Springfield
(417) 865-2100

Montana

KUSM
Channel 9/Bozeman
(406) 994-3437

Nebraska

NET
(402) 472-9333

Nevada

KLVX
Channel 10/Las Vegas
(702) 799-1010

KNPB
Channel 5/Reno
(702) 784-4555

New Hampshire

NHPTV
(800) 639-3413

New Jersey

NJN
(609) 777-5093

New Mexico

KENW
Channel 3/Portales
(505) 562-2112

KNME
Channel 5/Albuquerque
(505) 277-2121

KRWG
Channel 22/Las Cruces
(505) 646-2222

New York

WCFE
Channel 57/Plattsburgh
(518) 563-9770

WCNY
Channel 24/Syracuse
(800) 451-9269

WLIW
Channel 21/Long Island
(516) 367-2100

WMHT
Channel 17/Schenectady
(518) 357-1700

WNED
Channel 17/Buffalo
(716) 845-7000

WNET
Channel 13/New York
(212) 560-6613

WNPE/WNPI
Channels 16 & 18/Watertown
(315) 782-3142

WNYE
Channel 25/New York
(718) 250-5821

WSKG
Channel 46/Binghamton
(607) 729-0100

WXXI
Channel 21/Rochester
(716) 325-7500

North Carolina

UNCTV
(919) 549-7161

WTVI
Channel 42/Charlotte
(704) 371-8840

North Dakota

Prairie TV
(701) 239-7574

Ohio

WBGU
Channel 27/Bowling Green
(419) 372-2700

WCET
Channel 48/Cincinnati
(513) 381-4033

WGTE
Channel 30/Toledo
(419) 252-2630

WNEO
Channel 45/Alliance
(216) 677-4549

WOSU
Channel 34/Columbus
(614) 292-9678

WOUB
Channel 20/Athens
(614) 593-6572

WOUC
Channel 44/Cambridge
(614) 593-6572

WPTD
Channel 16/Dayton
(937) 220-1600

WVIZ
Channel 25/Cleveland
(216) 398-2800

Oklahoma

OETA
(405) 848-8501

Oregon

KOPB
Channel 10/Portland
(503) 293-1984

KSYS
Channel 8/Medford
(541) 779-0808

Pennsylvania

PPTN
(717) 533-3548

WHYY
Channel 12/Philadelphia & Wilmington
(215) 351-1200

WITF
Channel 33/Harrisburg
(717) 236-6000

WLVT
Channel 39/Allentown
(610) 867-4677

WPSX
Channel 3/Clearfield
(814) 865-3333

WQED/WQEX
Channels 13 & 16/Pittsburgh
(412) 622-6441

WQLN
Channel 54/Erie
(814) 864-3001

WVIA
Channel 44/Scranton
(717) 826-6144

WYBE
Channel 35/Philadelphia
(215) 483-3900

Puerto Rico

WIPR
Channel 6/San Juan
(787) 766-0505

WMTJ
Channel 40/Rio Piedras
(809) 766-2600

Rhode Island

WSBE
Channel 36/Providence
(401) 277-3636

South Carolina

SCETV
(800) 277-3245

WNSC
Channel 30/Rock Hill
(803) 328-2112

WRJA
Channel 27/Sumter
(803) 773-5546

South Dakota

SDPB
(800) 456-0766

Tennessee

WCTE
Channel 22/Cookeville
(615) 528-2222

WDCN
Channel 8/Nashville
(615) 259-9525

WKNO
Channel 10/Memphis
(901) 458-2521

WKOP
Channel 15/Knoxville
(423) 595-0220

WLJT
Channel 11/Lexington & Martin
(901) 587-7561

WSJK
Channel 2/Sneedville
(423) 595-0220

WTCI
Channel 45/Chattanooga
(423) 629-0045

Texas

KACV
Channel 2/Amarillo
(806) 371-5474

KAMU
Channel 15/College Station
(409) 845-5611

KCOS
Channel 13/El Paso
(915) 747-7685

KCTF
Channel 34/Waco
(817) 755-3472

KEDT
Channel 16/Corpus Christi
(512) 855-2213

KERA
Channel 13/Dallas & Fort Worth
(214) 740-9309

KLRN
Channel 9/San Antonio
(210) 270-9000

KLRU
Channel 18/Austin
(512) 475-9049

KMBH
Channel 60/Harlingen
(210) 421-4111

KNCT
Channel 46/Killeen
(817) 526-1176

KOCV
Channel 36/Odessa
(915) 335-6336

KTXT
Channel 5/Lubbock
(806) 742-2299

KUHT
Channel 8/Houston
(800) 364-8200

Utah

KBYU
Channel 11/Provo
(801) 378-8450

UT Ed Net
(800) 866-3852

Vermont

VTETV
(800) 639-3151

Virgin Islands

WTJX
(809) 774-6255

Virginia

WBRA
Channel 15/Roanoke
(540) 344-6691

WCVE
Channel 23/Richmond
(804) 560-8123

WHRO
Channel 15/Norfolk
(757) 889-9400

WNVT
Channel 53/Goldvein
(703) 698-9682

WVPT
Channel 51/Harrisonburg
(540) 434-5291

Washington

KBTC
Channel 28/Tacoma
(206) 596-1528

KCTS
Channel 9/Seattle
(206) 443-6778

KSPS
Channel 7/Spokane
(509) 358-4728

KTNW
Channel 31/Richland
(509) 372-7105

KYVE
Channel 47/Yakima
(509) 452-4700

West Virginia

WNPB
Channel 24/Morgantown
(304) 293-6511

WPBY
Channel 33/Huntington
(304) 696-6620

WSWP
Channel 9/Beckley
(304) 255-1501

Wisconsin

WIECB
(608) 264-9688

WMVS
Channel 10/Milwaukee
(414) 297-7586

WMVT
Channel 36/Milwaukee
(414) 271-1626

Wyoming

WYPTV
(307) 856-6944

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ARTHUR Episode Descriptions

Each half-hour episode of ARTHUR includes two 12-minute story segments and a two-minute break featuring children participating in an ARTHUR activity. Try using some of the activities with your kids. Story segments paired together are listed below. Contact your public television station (see the directory on pages 4–5) for the dates, times, and order in which the episodes are shown. You'll need to refer to the episode by the program number (e.g., 201, 202).

You can tape any ARTHUR program and use it for up to one year after broadcast.

Look for these brand-new ARTHUR episodes, premiering in October 1997!

201

Arthur Meets Mister Rogers *(page 48)*
When Mister Rogers comes to visit, Arthur isn't sure whether he should be thrilled or embarrassed.

Draw! *(page 48)*
Trouble starts when Fern draws a not-too-flattering cartoon of Francine.

202

Binky Barnes, Art Expert *(page 49)*
Arthur and Buster team up with Binky Barnes to do an art project.

Arthur's Lucky Pencil *(page 49)*
Arthur is convinced that his lucky pencil is the secret of his success in school.

203

D.W., the Picky Eater* *(page 40)*
Because she hates spinach, D.W. risks missing out on Grandma Thora's birthday party at a fancy restaurant.

Buster and the Daredevils *(page 40)*
Arthur and Buster meet two cool, older kids and want to be just like them.

204

Arthur Makes a Movie *(page 41)*
Too young to see a real "James Hound" movie, the kids decide to make their own.

Go To Your Room! *(page 41)*
Sent to her room for teasing her sister, D.W. plans a foolproof means of escape.

205

Arthur's Underwear *(page 42)*
Arthur thinks it's hilarious when Binky Barnes's pants split during class—until he has nightmares about it happening to him.

Francine Frensky, Olympic Rider *(page 42)*
Francine's dream is to have a horse, until she discovers that her sister is better at horseback riding.

206

Buster Baxter, Cat Saver *(page 43)*
A cat is stuck in a tree, and it's Buster Baxter to the rescue!

Play It Again, D.W. *(page 43)*
D.W. plays her favorite Crazy Bus CD constantly. It's driving Arthur crazy!

207

Arthur's TV-Free Week *(page 44)*
Arthur and his friends pledge not to watch TV for a whole week.

Night Fright *(page 44)*
School tough-guy Binky Barnes sleeps with a nightlight to keep nightmares away.

208

Arthur vs. the Piano *(page 45)*
Arthur feels confident about his piano skills, until he hits a wrong chord during a school recital.

The Big Blowup *(page 45)*
Competition between Francine and the Brain threatens their friendship.

209

Lost! *(page 46)*
Arthur falls asleep on the bus and wakes up frightened in an unfamiliar part of town.

The Short, Quick Summer *(page 46)*
It's the end of summer vacation, and Arthur thinks he didn't do all the things he'd planned to.

210

D.W. Goes to Washington *(page 47)*
During a tour of the White House, D.W. gets lost.

Arthur's Mystery Envelope* *(page 47)*
When Arthur has to bring a sealed envelope home from the principal to his mother, he fears it could only mean the worst—summer school.

**Book-based stories*

And Coming in 1998 ...

These story segments have not yet been paired and do not yet have program numbers. The program numbers will range from **211–220**. *Please contact Thelma Medina in Educational Outreach at (617) 492-2777 ext. 4845, e-mail: thelma_medina@wgbh.org after November 2, 1997, to receive a list of these episodes paired and with program numbers.*

Arthur and the Square Dance *(page 48)*
Does Francine really have a crush on Arthur? What a way to ruin a friendship!

Arthur's Faraway Friend *(page 48)*
Arthur is crushed when he finds out that Buster is leaving town to go live with his dad for a while.

Arthur's Knee *(page 49)*
Arthur doesn't want to tell his mom he hurt his knee, because then she'd know he'd been playing at the dump.

Arthur the Loser *(page 49)*
More than anything, Arthur wants to win. Is it really so wrong to cheat a little?

Arthur the Unfunny *(page 50)*
Arthur doesn't know how to make people laugh when he has to perform as a carnival clown.

Arthur vs. the Very Mean Crossing Guard *(page 50)*
A new crossing guard wants to charge Arthur and the Brain $10 to cross the street. Is this guy for real?

Buster Hits the Books *(page 51)*
Buster's got just one week to finish an entire book—and write about it for school!

D.W. and the Deer *(page 51)*
D.W. wants to bring a bit of nature home from the family camping trip—a rather large deer named Walter.

D.W. Blows the Whistle *(page 52)*
D.W., a Junior Safety Officer, has a reputation for being a strict enforcer of the rules—well, OK, a tattle-tale.

D.W.'s Name Game *(page 52)*
D.W. and Arthur's name-calling gets out of control. Although they improve their vocabulary, the insults become deleterious.

D.W.'s Very Bad Mood *(page 53)*
Francine sets out to find the reason for D.W.'s cranky behavior before Arthur loses his mind. Is D.W. feeling left out?

Fern's Slumber Party *(page 53)*
When shy Fern hosts a slumber party, her guests are sure it'll be boring. But when disaster strikes, Fern's detective work saves the night!

Finders Key-pers *(page 54)*
Arthur, Binky, and the Brain find a key—but to what? When they decide to split the unknown treasure 50–50–50, the trouble really begins!

Francine Redecorates *(page 54)*
It's a clash of styles when Francine and her sister decide to redecorate their room.

Grandma Thora Appreciation Day *(page 55)*
Arthur and D.W. are planning a surprise party for Grandma Thora, all by themselves.

How the Cookie Crumbles *(page 55)*
Muffy's friends help her make award-winning cookies, but Muffy claims the prize for herself.

Muffy's Mashnotes *(page 56)*
When Muffy tries to bribe the judges at the school science fair, Francine and the Brain plot revenge.

Sue Ellen's Little Sister *(page 56)*
Sue Ellen is tired of being an only child, until she finds that her quest for the perfect sibling leads her to . . . D.W.

Sue Ellen's Lost Diary *(page 57)*
When Sue Ellen loses her diary, her friends start to wonder if she's written anything about them.

Water and the Brain *(page 57)*
Is the Brain a snob? Or is he just afraid of water? Can Arthur and the gang help?

Season One Episodes

Call Random House at (800) 733-3000 to order ARTHUR videos, or check with your local bookstore or library.

101

Arthur's Eyes* *(page 8)*
Arthur is worried that his new glasses make him look different.

Francine's Bad Hair Day *(page 8)*
Muffy is determined that Francine will look her best on picture day.

102

Arthur and the Real Mr. Ratburn *(page 9)*
Arthur and Buster hear scary stories about their new teacher.

Arthur's Spelling Trubble *(page 9)*
Arthur studies hard for the annual all-school spellathon.

103

D.W. All Wet* *(page 10)*
D.W. is afraid to go to the beach after seeing an octopus at the aquarium.

Buster's Dino Dilemma *(page 10)*
Buster doesn't want to give up the fossil he finds at a dinosaur excavation site.

104

D.W.'s Imaginary Friend *(page 11)*
Arthur is embarassed by D.W.'s imaginary friend, Nadine.

Arthur's Lost Library Book *(page 11)*
Arthur loses the new Scare-Your-Pants-Off Club book that everyone wants.

105

Arthur's Pet Business* *(page 12)*
Arthur wants to prove to his parents that he's responsible enough to have his own puppy.

D.W. the Copycat *(page 12)*
D.W. decides that from now on, she'll be just like Arthur.

106

Locked in the Library! *(page 13)*
Arthur and Francine find themselves locked inside the Elwood City Library.

Arthur Accused! *(page 13)*
Arthur loses a bag of quarters he was collecting for the fire department.

107

Arthur Goes to Camp* *(page 14)*
Arthur and his friends go to summer camp, where it's strictly boys vs girls.

Buster Makes the Grade *(page 14)*
Buster is faced with the prospect of repeating the third grade.

108

Arthur's New Puppy* *(page 15)*
Training a puppy is harder than Arthur thought.

Arthur Bounces Back *(page 15)*
A mere $10 stands between Arthur and the moon shoes he's been dreaming about.

109

Arthur Babysits* *(page 16)*
Arthur is babysitting for the Terrible Tibble Twins.

Arthur's Cousin Catastrophe *(page 16)*
During the annual family reunion, Arthur tries to avoid his dreaded cousin, Mo.

110

Arthur's Birthday* *(page 17)*
Arthur and Muffy are having their birthday parties on the same day.

Francine Frensky, Superstar *(page 17)*
Francine has the lead in a school play and becomes a stage tyrant.

111

Arthur's Baby* *(page 18)*
Arthur's not too sure he's ready for a new baby in the house.

D.W.'s Baby *(page 18)*
Having a baby sister isn't as easy as D.W. thought it would be.

112

Arthur Writes a Story* *(page 19)*
Arthur decides that his regular life is just too boring to write about.

Arthur's Lost Dog *(page 19)*
Does Pal's disappearance have something to do with balloons and baby Kate?

113

So Long, Spanky *(page 20)*
D.W.'s beloved bird, Spanky, dies.

Buster's New Friend *(page 20)*
All Buster wants to talk about is his new friend Mike. He doesn't even have time to help Arthur with their magnet project.

114

Arthur the Wrecker* *(page 21)*
Arthur always seems to wreck things—this time it's Mom's computer.

Arthur and the True Francine* *(page 21)*
Muffy cheats on a math test and lets Francine take the blame.

115

Arthur's Family Vacation* *(page 22)*
It's raining on Arthur's vacation, but he finds out that there are lots of fun things to do in the rain.

Grandpa Dave's Old Country Farm *(page 22)*
Arthur and D.W. visit their grandfather's farm.

116

Arthur and the Crunch Cereal Contest* *(page 23)*
Arthur will win a year's supply of Crunch Cereal if he can write their new jingle.

D.W. Flips* *(page 23)*
D.W. brags that she can do a cartwheel on the balance beam.

117

Meek for a Week *(page 24)*
Muffy bets Francine that she can't be nice to everyone for a whole week.

Arthur, World's Greatest Gleeper *(page 24)*
Arthur thinks it's cool to be a gleeper, until he finds out that gleeping means stealing.

118

Arthur's Chicken Pox* *(page 25)*
The circus is in town and the whole family's excited—until Arthur gets chicken pox.

Sick as a Dog *(page 25)*
Arthur is worried when poor Pal has to sleep overnight at the vet's.

119

D.W. Rides Again* *(page 26)*
Four-year-old D.W. will get rid of those training wheels, or else!

Arthur Makes the Team* *(page 26)*
Can Coach Frensky work with a baseball team in which everyone is fighting and no one wants to practice?

120

Arthur's Almost Boring Day *(page 27)*
On a rainy day, D.W. and Arthur explore the attic and discover some fascinating things about their parents.

The Half-Baked Sale *(page 27)*
Arthur hasn't the heart to tell Grandma Thora that her cookies lack a certain something—like sugar, for instance.

121

Sue Ellen Moves In *(page 28)*
A new family has arrived in town and strange things are happening at their house.

The Perfect Brother *(page 28)*
When the Brain spends the weekend at Arthur's house, he seems perfect—much to Arthur's dismay.

122

D.W.'s Snow Mystery *(page 29)*
D.W.'s most prized possession, a snowball from last winter, disappears!

Team Trouble *(page 29)*
Can Arthur, Francine, and Buster work as a team to complete a school assignment?

123

Bully for Binky *(page 30)*
Binky gets a taste of his own medicine and discovers how good it is to have friends.

Misfortune Teller *(page 30)*
Arthur and his friends are enthralled by Prunella's handmade fortune-teller.

124

Arthur's Tooth* *(page 31)*
Does Arthur have to be the last person in his class to lose his baby teeth?

D.W. Gets Lost *(page 31)*
D.W. wreaks havoc as she tries to find her mother in a huge department store.

125

D.W. Thinks Big* *(page 32)*
D.W. can't believe that Arthur gets to do everything—like carry the ring in Aunt Lucy's wedding.

Arthur Cleans Up *(page 32)*
Elwood City's park is in sad shape, but the kids will clean it up.

126

My Dad, the Garbage Man *(page 33)*
Mr. Ratburn's class takes a field trip to visit their parents' jobs.

Poor Muffy *(page 33)*
A new carpet and an attack of sneezing mean that Muffy must spend the weekend at Francine's.

127

D.W.'s Blankie *(page 34)*
D.W. loses her blankie and Arthur sets out to find it.

Substitute Teacher Trouble *(page 34)*
Arthur wants a teacher like Mrs. Sweetwater, who takes her class outside to look at cloud shapes. But is it possible that their substitute teacher makes school too easy?

128

I'm a Poet *(page 35)*
Arthur and his friends write poems to be judged by the famous poet Jack Prelutsky.

The Scare-Your-Pants-Off Club* *(page 35)*
A group called "Parents Against Weird Stories" wants the Scare-Your-Pants-Off Club books taken off the library shelves.

129

My Club Rules *(page 36)*
The gang can't agree on rules for their club.

Stolen Bike *(page 36)*
Francine is embarrassed by her crummy old bike.

130

Arthur's First Sleepover* *(page 37)*
Despite D.W.'s warning about aliens, Arthur sets up his tent for his first sleepover.

Arthur's New Year's Eve *(page 37)*
Arthur is determined to stay up and discover exactly what happens at midnight on December 31.

**Book-based stories*

Eye to Eye

By discussing and role-playing how eyeglasses and other aids help people, children develop

- **creative thinking and problem-solving skills**
- **cultural/social diversity appreciation and understanding**
- **life skills**

Materials

- chart paper or chalkboard
- eye charts (standard and picture)
- eyeglasses or frames made by children (*see* **Art Center**)
- make-believe cash register
- mirror
- pointer

Arthur and his friends all have qualities that make them different from one another—wearing glasses is one of the things that makes Arthur unique.

Start off this activity by showing children a picture of Arthur. Talk about why he wears glasses. Find out what children already know about using other aids, such as hearing aids and wheelchairs. Contribute additional information and help dispel any stereotypes or misunderstandings children may have. Write down their comments on chart paper or a chalkboard.

Set up a vision check center with a picture eye chart, a standard eye chart, and the rest of the props needed for role-play. Guide children in acting out the roles of a health professional giving an eye exam, people taking the eye exams, and salespeople helping customers shop for glasses.

In the Learning Center

Art Center

Children can decorate oak tag eyeglasses with art supplies such as markers, feathers, and sequins.

Science Center

Have children examine leaves, feathers, and newspapers with magnifying lenses.

Arthur's Eyes*

program number 101

Arthur is worried that his new glasses make him look different.

Picture This

Creating self portraits and autobiographies helps children develop and improve

- **art skills**
- **cultural/social diversity appreciation and understanding**
- **social and emotional development (self-awareness, self-esteem)**

Materials

- colored paper (some cut into oval shapes)
- construction paper
- glue
- markers
- yarn, string, and ribbon for hair

It's picture day—and your children get to make pictures of themselves! Let them choose the materials and style they want to use (e.g., a child may choose to have a blue face and orange hair). Reassure children that their portraits can look however they want them to.

Mount the pictures on construction paper. Ask each child to tell you something about himself or herself, such as a recent experience or a favorite activity. Write the information below the portrait. Display the art on the wall, at children's eye level. Tour the exhibit with children, read the autobiographies, and admire the art.

In the Learning Center

Art Center

Display photo albums with pictures of the children taken during the year.

Drama Center

Provide dress-up clothes and play cameras for "picture day" make-believe.

Francine's Bad Hair Day

program number 101

Muffy is determined that Francine will look her best on picture day.

*Book-based story

Something New

Acting out new experiences they've had helps children develop

- **creative thinking and problem-solving skills**
- **language and literacy skills (storytelling)**
- **social and emotional development (appreciating new experiences)**

Materials

puppets *(see* **Art Center***)*

Share with children a story about something new that you tried, expecting to be nervous, bored, or scared, but finding to your surprise that you liked it. Perhaps you agreed to do something you'd never done before with a friend (rock climbing, salsa dancing, etc.)

Ask children if they've ever had a similar experience. Provide prompts to help them tell about their own experiences (rather than retell your story): *Think of a new food you tried or a new place you visited that you thought you'd dislike but ended up liking.* Put on puppet shows with the children, acting out the stories they told.

In the Learning Center

Art Center

Children can make puppets from paper plates, socks, or pictures mounted on sticks.

Library Center

Share books about new experiences, such as *Bread and Jam for Frances* by Russell Hoban, *Carl Goes to Daycare* by Alexandra Day, *Owl Moon* by Jane Yolen, and *Will I Have a Friend?* by Miriam Cohen.

Arthur and the Real Mr. Ratburn
program number 102
Arthur and Buster hear scary stories about their new teacher.
Video Preview—This video may be most appropriate for older children.

What's in a Name?

Building familiarity with letters by creating a name graph helps children develop and improve

- **language and literacy skills (vocabulary)**
- **math skills**

Materials

long, wide roll of paper
self-stick name tags

Arthur learned how to spell "aardvark" by putting the letters to a beat. Your children can learn to recognize letters in the alphabet by using their own names. Write the alphabet along the top of a wide roll of paper. Leave enough space for the addition of name tags under each letter. Write children's names on self-stick name tags. Give children their names tags, saying each name out loud as you do so. Then point to the letters on the chart and sing the Alphabet Song with children. Ask them, *What's the first letter in your name?*

Help children peel the backing off their name tags and place the tags on the alphabet strip below the first letter of their name. Discuss the resulting chart together: *How many names begin with A? How many names begin with X?* Write down the total number at the bottom of each column.

Family Connection

Send home Post-It® notes with a letter written on each. With their family's help, children can label objects that begin with those letters. For older children, send home Post-It notes with words rather than letters.

Arthur's Spelling Trubble
program number 102
Arthur studies hard for the annual all-school spellathon.

Nothing to Fear

Discussing ways to deal with fear and then researching topics to create a class book help children develop and improve

- **creative thinking and problem-solving skills**
- **language and literacy skills**

Materials

- construction paper
- crayons and markers

It's natural to feel fear—but sometimes fear gets in the way of enjoying new experiences or meeting new people. One way to feel less afraid of something is to learn more about it. Help your children learn more about something they fear. In "D.W. All Wet," D.W is scared of octopuses. She might investigate what octopuses eat, where they live, and what they do when they're afraid. Ask kids to draw pictures of something they fear. Help them find out one or two facts about their subject. Children can then dictate informational captions for their pictures. If you'd like, combine the pictures into a class book. (See page 58 for instructions on how to make a class book.)

In the Learning Center

Water Center

Provide shells, starfish, plastic ocean animals, and rafts made of Popsicle sticks or Styrofoam.

D.W. All Wet*

program number 103

D.W. is afraid to go to the beach after seeing an octopus at the aquarium.

One Step at a Time

Creating footprints, making handprint plaques, and looking for animal footprints help children develop and improve

- **creative movement skills**
- **creative thinking and problem-solving skills**
- **science skills (observing)**

Materials

- butcher paper (optional)
- shallow tray of water

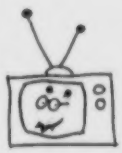
Scientists learn about animals by studying their footprints. Your children can study footprints by making prints on the pavement or on butcher paper. Have kids step into a shallow tray of water and then make tracks. Help children observe: *How do running footprints look different from walking footprints? How are tiptoeing footprints and hopping footprints different?* Play guessing games using different tracks. Have children try walking in each other's footprints.

Invite the class to become nature detectives as they take a walk and look for animal footprints in the dirt, sand, or snow. Use the tracks to tell stories about what might have happened there.

In the Learning Center

Art Center

Children can make designs by pressing objects into slabs of clay. Dip hands or washable objects into shallow trays of paint and print a class mural.



Buster's Dino Dilemma

program number 103

Buster doesn't want to give up the fossil he finds at a dinosaur excavation site.

*Book-based story

Fantastic Friends

Drawing, dictating stories, and playing a guessing game about imaginary friends help children develop and improve

- **art skills**
- **creative thinking and problem-solving skills**
- **language and literacy skills (letter and word recognition, storytelling)**

Materials

- construction paper
- crayons and markers

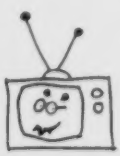
Many children have imaginary friends who are very real to them. Ask children, *What does imaginary mean?* Invite them to talk about their imaginary friends, or to pretend they have one. *What is his name? What do the two of you do together?* Have children draw a picture of themselves and their imaginary friends doing something together. Ask them to dictate a story to go with the picture, which you can write down.

Make an "art gallery" of children's pictures, and play "Guess the Imaginary Friend." Help each child give clues so the rest of the group can guess who his or her imaginary friend is—e.g., *My imaginary friend likes carrots and has big ears.*

In the Learning Center

Library Center

Provide books about imaginary friends, such as *Aldo* by John Burningham, *Jessica* by Kevin Henkes, and *Me and Nessie* by Eloise Greenfield.



D.W.'s Imaginary Friend
program number 104
Arthur is embarrassed by D.W.'s imaginary friend, Nadine.

Check It Out

Learning about the library, role-playing library procedures, and visiting a library help children develop and improve

- **language and literacy skills**
- **life skills**

Materials

- books
- date stamp
- make-believe library cards and book cards
- other library props

It's time for a visit to your local or school library. How many of your children have been there? Ask, *What can you find and do at the library?* Prepare kids for the visit by role-playing the acts of choosing, checking out, and returning library books.

Contact a librarian to make arrangements for a tour. Visit the children's section, and find the bathrooms, drinking fountains, etc. If possible, participate in a special library event, such as story hour. If your children are old enough to get library cards, you can apply for them before or during your visit.

Take It Further

Help children plan and set up a lending library for your classroom books.

Family Connection

Invite family members to visit and read a favorite book to the class. Parents or other caregivers who are not available to come in during school hours can record a book at home. Send home a book, tape recorder, blank cassette, and bell (for page-turn signals). Feature the family-made books-on-tape in your library center.

Arthur's Lost Library Book
program number 104
Arthur loses the new Scare-Your-Pants-Off Club book that everyone wants.

Walk Like the Animals

Imitating animal movements and discussing pet care help children develop and improve

- **gross motor skills/creative movement skills**
- **life skills**

Materials

- chart paper
- music (optional)

The children in your class probably have a variety of different animals in their homes. How many can they name? Write the different animal names across the top of a large piece of chart paper and draw a sketch next to each. Put the paper on the floor if you'd like to invite the owners or some volunteers to draw the pictures.

Make columns under the animal types that list the name of each child who has one of those animals. Lead a discussion about the care of common pets. Ask, *How do you take care of a cat? How do you keep it healthy and happy?*

Standing in a circle, have children imitate the motions of each pet: *Let's take fast little steps like a hamster. Let's waddle like a duck.* Music adds to the fun of this activity. Play "Guess the Pet," in which one child acts out a pet for the rest of the class to guess.

In the Learning Center

Art Center

Provide construction paper and markers for kids to create posters of pets they have or would like to have. Ask the children to dictate the name of the pet or any other information (e.g., color, size) on the poster.

Arthur's Pet Business*

program number 105

Arthur wants to prove to his parents that he's responsible enough to have his own puppy.

Just Like Me

Imitative play helps children develop and improve

- **gross motor skills/creative movement skills (body awareness)**
- **math skills (visual and auditory patterns)**

Young children learn by imitating, and follow-the-leader games can be lots of fun. Ask everyone to sit in a circle. Slap your thighs and clap your hands in a simple pattern. Have children listen and join in. For variety, switch to animal sounds: *woof-woof-meow.* Try body-part patterns, saying as you tap, *head-shoulders-shoulders.*

Older children may be ready to play a mirror game with a partner. Have two children face each other. One child is the leader and slowly performs movements such as crossing arms, scratching head, touching nose, etc. The other child imitates the leader's movements as he or she does them, just like in a mirror.

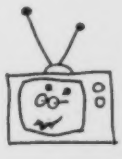
In the Learning Center

Math Center

Kids build patterns with beads, blocks, felt board shapes, colored stickers on graph-paper strips, etc.

Music Center

Children make musical patterns using simple rhythm instruments.



D.W. the Copycat

program number 105

D.W. decides that from now on she'll be just like Arthur.

*Book-based story

Getting Along

Discussing ways to cope with anger and working together on a cooperative project help children develop and improve

- **creative thinking and problem-solving skills**
- **social and emotional development (cooperation, coping skills)**

Materials

blocks

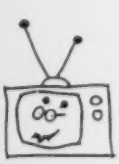
Everyone gets angry sometimes, and we all have different ways of dealing with anger. Ask children to think about the times they've felt angry. What did they do and say? Have kids share some coping techniques, and suggest other ways as well—for example, telling someone how you feel, drawing a picture, or running around the playground.

Let children know that sharing and cooperating with others is an important way to avoid arguments and also get things done. Give each child two blocks. Ask, *What can you build?* (Not much!) Ask, *What could we build if everyone worked together and shared their blocks?* Gather suggestions (e.g., a tower, a long road), agree on a plan, and build it together.

In the Learning Center

Library Center

Share stories about getting along with others, such as *George and Martha* by James Marshall, *If I Built a Village* by Kazue Mizumura, and *Jamaica and Brianna* by Juanita Havill.



Locked in the Library!
program number 106
Arthur and Francine find themselves locked inside the Elwood City Library.
Video Preview—Shadows in the library make it seem spooky. This episode may be most appropriate for older children.

What Happened?

Experimenting with water displacement helps children develop

- **creative thinking and problem-solving skills**
- **science skills**

Materials

Aesop's fable "The Crow and the Pitcher"
pebbles or marbles
small water pitcher
tray
water container

Children will enjoy this simple demonstration of water displacement. Fill a container almost to the top with water, place it on a tray, and have the children gradually add pebbles or marbles to the container until the water overflows.

Introduce Aesop's fable, "The Crow and the Pitcher," which also conveys this concept, by acting out the fable using a toy pitcher. Turn your finger into a "crow" by drawing eyes on one knuckle and a beak on the fingernail. *A thirsty crow found a pitcher of water sitting on some pebbly ground. Unfortunately, the water was too low in the pitcher for the crow to reach. How could that clever crow solve the problem and get a drink?*

Encourage children to suggest or act out solutions; then tell the whole fable.

In the Learning Center

Water Table

Children continue experiments with water displacement using sponges, measuring cups, and spoons.

Arthur Accused!
program number 106
Arthur loses a bag of quarters he was collecting for the fire department.

Dream Team

Playing cooperative games helps children develop and improve

- **creative thinking and problem-solving skills**
- **gross motor skills/creative movement skills**
- **social and emotional development (cooperation)**

Materials

- drum
- large rug squares or hoops

In "Arthur Goes to Camp," girls and boys compete against each other. Here are two games in which everyone gets to play together.

Traveling Train: Have children form a "train" by holding on to the waist of the person in front of them. Beat a drum to set the pace. Have the train move forward slowly, then faster. Stop the train, then have it slowly back up. The goal is for the train to stay in one piece and avoid crashes.

From Here to There: Divide into teams of 4–5 players. Give each team three rug squares or hoops. The individual teams must make it across the room without stepping on the floor—i.e., they may step only on the rug squares or inside the hoops. Give teams time to figure out that the solution is to lay down the rug squares and have everyone stand on the last two. They then pick up and pass along the first square, put it in front, and repeat this procedure until they reach the end of the room.

Arthur Goes to Camp*
program number 107
Arthur and his friends go to summer camp, where it's strictly boys versus girls.

**Book-based story*

Each One, Teach One

Sharing skills and teaching others about the things they like to do help children develop and improve

- **cultural/social diversity appreciation and understanding**
- **social and emotional development (self-confidence)**

Materials

- chart paper
- paper and drawing materials

Help children think of a skill they possess or something they like to do that can be taught to others. Children may know how to count in Portuguese, braid yarn, or recite from a favorite book.

Make an "Each One, Teach One" chart, listing each child's name and the skill he or she will teach. If a child has difficulty thinking of a skill or favorite pastime, you may want to teach him a classroom task or song that he can teach to others.

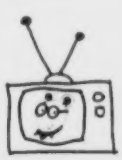
Each day, announce the children who will be teaching their skills and gather a group of learners. After the teaching session, have the learners demonstrate their new accomplishments.

Take It Further

Some children may want to keep their own "I Can Do It!" journals, listing or drawing the new skills they learn.

Family Connection

Encourage family members and other people from the community to visit the class and teach a skill, a song, etc. Add the names of the visitors to the "Each One, Teach One" chart.



Buster Makes the Grade
program number 107
Buster is faced with the prospect of repeating the third grade.

Dragons and Unicorns

Creating a chart to distinguish between what is real and imaginary, and creating pictures of fantastic pets, help children develop and improve

- **art skills**
- **creative thinking and problem-solving skills**
- **math skills**

Materials

- art supplies (e.g., glitter, yarn, paint)
- child-safe scissors
- construction paper
- crayons and markers
- glue
- photos of animals from calendars, magazines, etc.

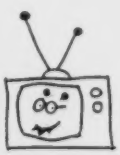
Discuss some imaginary animals that people used to believe were real, such as dragons and unicorns. Create a list of real or imaginary creatures—dinosaurs, giraffes, Godzilla—and ask kids under which category the creatures should be listed.

Invite children to create their own imaginary animal pets. Have them name the animal, and ask them to describe their new pet: *What sort of sound does it make? What does it eat? How does your unusual pet help you?* Write the animal's name and description on the children's pictures.

In the Learning Center

Library Center

Feature picture books about fantastic animals, such as *If I Ran the Zoo* by Dr. Seuss, *Will's Mammoth* by Rafe Martin, and *Where the Wild Things Are* by Maurice Sendak.



Arthur's New Puppy*

program number 108

Training a puppy is harder than Arthur thought.

Over the Moon

Playing imaginatively, and making music on instruments they create, helps children develop and improve

- **creative thinking and problem-solving skills**
- **gross motor skills/creative movement skills**
- **music skills**

Materials

- rubber bands
- small containers

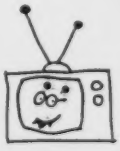
In "Arthur Bounces Back," Arthur's moon shoes let him bounce high up into the air. Ask children, *If you had moon shoes that let you bounce as high as you wanted, where would you go? What adventures would you have?* Encourage lots of imaginative ideas.

Hold a "Musical Moon Bounce." First, have the children make musical instruments by stretching a rubber band over a small container. Now children can play bouncing music on their one-string "guitars." Can they change the sound by stretching the rubber band?

Gather the musicians into a circle. Ask a few kids to stand inside the circle and bounce to the sounds of the band. Everyone can sing the following verse adapted from "Miss Mary Mack":

I bounced so high, high, high
I touched the sky, sky, sky,
And I never came back, back, back
'Til the end of July-ly-ly.

Then ask each "moon bouncer," *Where are you bouncing in your moon shoes?*



Arthur Bounces Back

program number 108

A mere $10 stands between Arthur and the moon shoes he's been dreaming about.

*Book-based story

Tips for Babysitters

Creating a group book of tips for babysitters helps children develop and improve

- **creative thinking and problem-solving skills**
- **language and literacy skills**
- **social and emotional development**

Materials

- construction paper
- crayons and markers
- glue

Your children may have strong feelings, positive or negative, about being cared for by babysitters. Encourage children to talk about who their babysitters are and their experiences with them.

What are some of the ways children can help their babysitters? Invite children to create à book of advice called *Tips for Babysitters*. Prompt kids to come up with ideas in a question form. Each question can be a new page in the book: *What should a good babysitter do if you cry? if you miss your parents? if you are bored? if you can't fall asleep?* Encourage children to illustrate their ideas. (See page 58 for instructions on how to make a class book.)

Family Connection

Let children take turns bringing home the original book or a photocopy.

Arthur Babysits*
program number 109
Arthur is babysitting for the Terrible Tibble Twins.

Pretend Picnic

Drawing their favorite foods, and bringing them to a pretend picnic, help children develop and improve

- **art skills**
- **creative thinking and problem-solving skills**
- **cultural/social diversity appreciation and understanding**

Materials

- child-safe scissors
- crayons
- glue
- magazines containing pictures of food
- paper plates

Family picnics are wonderful opportunities for families to spend time together and, of course, eat great food. Have children share what they know about picnics. Ask, *What food would you want your family to bring to a picnic?*

Pass out paper plates and crayons, and have children draw what they would like to bring to a picnic or their favorite food on the plates. Draw your favorite food, too. Older children can cut pictures from magazines and paste them onto the plates. Have a pretend picnic with your class, at which all the children hold up their plates and tell about their drawings. Note the variety of dishes, and how they reflect the different cultures within the group.

Take It Further

Parents may be willing to contribute recipes or bring a dish of their child's favorite food for the class to enjoy.

In the Learning Center

Drama Center
Children have a picnic with their "favorite food" plates, a pretend barbecue grill, and other picnic props.

Arthur's Cousin Catastrophe
program number 109
During the annual family reunion, Arthur tries to avoid his dreaded cousin, Mo.

*Book-based story

Time to Celebrate

Planning and carrying out a class party helps children develop and improve

- **art skills**
- **creative thinking and problem-solving skills**

Materials

party supplies (children can make many of these, such as streamers, party hats, etc.)

Everyone likes a good party—plan one with your class! Since birthdays may not be celebrated by some children, choose another kind of party, such as a thank-you party for people who have helped the class in various ways, a party to celebrate spring, or a make-believe party (e.g., a tea party for stuffed animals). If you invite people from outside your class, kids can make invitations, and perhaps small gifts.

Children will enjoy being involved in all aspects of the planning. Have them suggest ideas for how to decorate the room, what refreshments to serve, what songs to sing, and what games to play.

Arthur's Birthday*

program number 110

Arthur and Muffy are having their birthday parties on the same day.

Video Discussion— Stop the video midway, after Arthur tells Francine he has a plan that will allow her to go to both parties. Ask students, *What do you think Arthur and Muffy could do so that all their friends can go to both parties?*

*Book-based story

Lights, Camera, Action!

Learning folktales from different cultures, and turning one into a play, help children develop and improve

- **creative thinking and problem-solving skills**
- **language and literacy skills**
- **cultural/social diversity appreciation and understanding**
- **language and literacy skills**

Materials

read-aloud folktales, such as:
Baby Rattlesnake, a Chickasaw tale by Te Ata
The Bossy Gallito, a Cuban tale by Lucia Gonzalez
The Chick and the Duckling, a Russian tale by Vladimir Suteev
Why the Sky Is Far Away, a Nigerian tale by Mary-Joan Gerson

Listening to folktales from around the world helps enrich students' understanding of many cultures. The stories listed above also lend themselves to easy dramatization.

Read the story, and invite children to act it out. Use multiple casting so everyone will have a part. You may want to narrate the show. Some students will enjoy ad-libbing; others will prefer to mime as you provide the words.

If the folktale ends with "bad guys" being punished or killed, ask your students to create an alternate ending: *Is there a way the characters could have worked things out so they could be friends?*

In the Learning Center

Library/Listening Center

Feature tapes of storytellers, such as Dovie Thomason, Jackie Torrence, Doug Lipman, and Tony Toledo telling folktales from different cultures.

Francine Frensky, Superstar

program number 110

Francine has the lead in a school play and becomes a stage tyrant.

Hush-a-Bye

Using toys to practice caring for a baby, and learning lullabies from different cultures, help children develop and improve

- **cultural/social diversity appreciation and understanding**
- **life skills**
- **music skills**

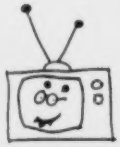
Materials

- dolls and stuffed animals

Young children are very interested in babies. Find out which children have younger brothers and sisters and what they do with them. Give each child a doll or stuffed animal so everyone can practice caring for a baby. Ask kids to name some ways to care for a baby and have them act out each task with the dolls (e.g., feeding, diapering).

Demonstrate games that can be played with a baby, such as peekaboo or "This Little Piggy" toe rhyme. Have the children try the game or rhyme with their dolls. Ask children to teach the class baby games they know from home.

Put the babies to sleep by rocking them and singing a lullaby. What lullabies do your children know? The following recordings feature lullabies from many cultures: *A Child's World of Lullabies* by Hap Palmer; *Daddies Sing Good Night* (compilation of various artists); *Earth Mother Lullabies* by Pamela Ballingham; *Globalullabies* by Freyda; *Lullaby Land* by Linda Arnold.



Arthur's Baby*

program number 111

Arthur's not too sure he's ready for a new baby in the house.

Growing Up

Exploring the differences between themselves and babies, and creating baby blankets, help children develop and improve

- **art skills**
- **life skills**
- **social and emotional development**

Materials

- art supplies and/or recycled materials
- fabric trim
- glue
- markers
- a piece of 12" x 15" light-colored fabric for each child

Children grow so fast in just a few years. Ask your kids, *What are some ways that you are different from a baby?* Help them think of responses by saying, *Show me something you can do that a baby can't do.* Make a list of the things the children demonstrate. Then, together, count up all the items. It's probably an impressive number.

Give each child a piece of fabric to design as a baby blanket for a stuffed animal or doll. Ask, *What sorts of pictures or designs or colors do you think a baby would like on its blanket?* Have children decorate their fabric with markers, fabric trim, and any other art or recycled materials you have available.

In the Learning Center

Art Center

Children build doll beds using small boxes, fabric, foam rubber, etc.

Water Table

Washable dolls can be bathed in the water table. Provide soap, baby washcloths, and towels.

D.W.'s Baby

program number 111

Having a baby sister isn't as easy as D.W. thought it would be.

*Book-based story

Author, Author!

Writing and illustrating a story help children develop

- **art skills**
- **language and literacy skills (reading comprehension, vocabulary)**

Materials

- construction paper
- crayons
- lined paper
- markers

Creating a story with children offers many learning opportunities in addition to being fun. Write a true or make-believe collaborative story with your kids. For a true story, photos of a class project or trip will help children recall and narrate the sequence of events.

For a make-believe story, ask kids to provide the beginning sentence, such as, *Once upon a time we came to school and found an elephant waiting for us in the classroom.* Let everyone add to the story bit by bit, and write down their words. If needed, ask questions to provide direction, *What did the elephant say when it broke all the chairs?*

When the story is finished, read it back to the children. Encourage them to add to it and draw pictures. Rewrite the story as a multipage book, adding the children's illustrations. You may want to tape the pages together in a long row, then fold it accordion style. The story can then be read as a book or displayed as a wall mural. (See page 58 for instructions on how to create a class book.)

Arthur Writes a Story*
program number 112
Arthur decides that his regular life is just too boring to write about.

Up, Up and Away

Participating in a Balloon Ballet helps children develop and improve

- **gross motor skills/creative movement skills**
- **creative thinking and problem-solving skills**

Materials

- Andean flute music (or other music)

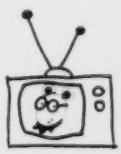
Have children ever seen balloons float away? They can be balloons in a Balloon Ballet. Have them begin by lying on the ground, pretending to be flat new balloons. You will pretend to blow up the balloons. Let the children slowly "unfold" and "inflate," rising to their feet as you blow. Tell children, *Now we need to tie a knot so the air doesn't escape.* (Children then pretend to tie a knot.) Ask the "balloons" to pretend to go outside and play: *A little breeze lifts you up into the sky and carries you here and there.*

Play music to inspire the children to dance like balloons playing in the breeze. When the breeze dies down (the music fades away), the balloons drift back to the ground.

In the Learning Center

Art Center
Provide paper cut into oval shapes. Let children design their own balloons by drawing patterns, faces, etc. Attach colored yarn to the paper balloons and display them on the wall.

Water Table
Put bubble solution in trays. Provide tubes, strings, and bubble wands. Watch bubbles float through the air like fragile balloons.



Arthur's Lost Dog
program number 112
Does Pal's disappearance have something to do with balloons and baby Kate?

*Book-based story

Memories of Friends

When children recall pets (and possibly people) in their lives who have died, they improve

- **social and emotional development (coping skills, self-expression)**

Activity Preview—Death is a natural part of life, but it is important to be sensitive to children's situations when choosing how and when to introduce the topic. You may want to send a note home to parents beforehand. A helpful book is *Life and Loss: a Guide to Help Grieving Children* by Linda Goldman. You can also contact The Good Grief Program at Boston Medical Center, (617) 534-4005, which provides training and consultation on bereavement in children. Two widely used picture books are *The Dead Bird* by Margaret Wise Brown and *The Tenth Good Thing about Barney* by Judith Viorst.

Tell your students a true story about you or someone you know whose pet died. How did you know that it was dead? (A simple explanation is that his or her body stopped working.) How did you feel? What helped you feel better? How do you feel now when you think about your pet?

Encourage children to talk about either Spanky's death in "So Long, Spanky" or about real pets who have died. Some children may want to talk about people who have died. Ask the children, *What is something special you remember about your pet (your person)?* Children can draw a picture or express their feelings in words.

So Long, Spanky
program number 113
D.W.'s beloved bird, Spanky, dies.

Magnet Mania

Experimenting with magnets and "fishing" for letters help children develop

- **gross motor skills**
- **language and literacy skills (letter recognition)**
- **science skills**

Materials

- paper clips
- paper "fish"
- rulers, unsharpened pencils, or chopsticks (for fishing poles)
- small magnets
- string

Learning about magnets is easy and fun for children. Prepare for a fishing expedition by tying a magnet to a string attached to the "fishing pole." Write a letter of the alphabet on each fish (there should be enough letters for each child to have one). Attach paper clips to the paper fish. Hand out the "fishing poles." Call out letters and ask children to find them. When done, store this "alphabet fishing pond" for later use.

In the Learning Center

Art Center
Make refrigerator magnets by decorating oak tag shapes and attaching a magnetic strip to the back.

Science Center
Provide lots of small objects that kids can pick up with magnets. (**Note:** Remind children not the use magnets near a computer.)

Writing Center
Provide magnetic letters and metal cookie sheets.

Buster's New Friend
program number 113
All Buster wants to do is talk about with his new friend Mike. He doesn't even have time to help Arthur with their magnet project.

Homespun Fun

Creating a list of ways to have fun without TV or computer games helps children develop and improve

- **creative thinking and problem-solving skills**

In "Arthur the Wrecker," all Arthur wants to do is play computer games. He can't think of anything else that seems fun. Have children brainstorm a "Ways to Have Fun at Home" list that doesn't include watching TV or playing computer games. For example, what sorts of games could they play with their families or by themselves? What projects could they do? Make a list of their ideas.

Before children go home, review the ideas and encourage them to try some of them that evening or over the weekend. Have children report back. Were the activities and games fun? What new ideas did they have?

Family Connection

Photocopy the children's "Ways to Have Fun at Home" list for parents. Write a note explaining that you are encouraging children to find alternatives to watching TV or playing computer games. Do parents notice any difference at home?

Arthur the Wrecker*

program number 114

Arthur always seems to wreck things—this time it's Mom's computer.

Video Discussion—Stop the video after the computer "breaks." Ask children, *What do you think Arthur should do?* Discuss the importance of family rules.

*Book-based story (*Arthur's Computer Disaster*)

Play Ball!

Playing cooperative games with beanbags and balls helps children develop and improve

- **gross motor skills**
- **social and emotional development (cooperation)**

Materials

- beanbags
- cups
- poster board or cardboard (large pieces)
- small balls

Most children like to play with beanbags and balls. Here are two fun and simple cooperative games.

Beanbag Toss: Children stand in a circle and toss a beanbag round and round as they sing a favorite song. Have them try the same thing sitting, kneeling, and lying on their backs.

Ball Slope: For this partner game, lay a piece of poster board on a table. Show children how to lift one end so the poster board becomes a gentle slope ending at the edge of the table. One partner raises the poster board "hill" and rolls a small ball down the slope. The second partner catches the ball in a cup as it rolls off the edge. Partners take turns rolling and catching the ball.

In the Learning Center

Active Play Center

Set up bowling games, basketball hoops (with soft balls), and beanbag tosses.

Arthur and the True Francine*

program number 114

Muffy cheats on a math test and lets Francine take the blame.

Video Discussion—Pause the video and discuss honesty and fairness. Ask, *Why do you think Muffy cheated? What do you think she should do now?*

*Book-based story

Singing in the Rain

Exploring the characteristics of rain helps children develop and improve

- **gross motor skills/creative movement skills**
- **creative thinking and problem-solving skills**
- **music skills**

Materials

- rain sticks (Pound short nails into the walls of a cardboard mailing tube and pour in pebbles. Securely tape down the covers on both ends and the nails, as well.)

It's fun to play in the rain. On a rainy day, ask kids to join you "in the rain" with creative movement. Start by imitating falling rain with your fingers and making rain-like sounds. Then pretend to get ready to go out in the rain: pull on your boots, and then put on your raincoat, zip it up, and tie the hood. Pretend to go outside. Stretch out your hands and feel the rain. Open your mouth and catch the rain. Splash in the puddles. Teach the children a rain song or poem (see page 59 for poetry anthologies and songbooks). Use your homemade rain stick and other instruments to create background music.

Note: *A rain stick is a traditional instrument from Chile and other parts of South America. Authentic rain sticks are made from hollow stalks of cactus. The spines are pounded inward, pebbles are poured inside, and the ends are sealed.*

In the Learning Center

Music Center
Children choose instruments that make rain sounds.

Arthur's Family Vacation*
program number 115
It's raining on Arthur's vacation, but he finds out that there are lots of fun things to do in the rain.

The Clean-Up, Fix-It Crew

Working together to straighten up and fix their classroom helps children develop

- **creative thinking and problem-solving skills**
- **science skills (observing)**

In "Grandpa Dave's Old Country Farm," Arthur, D.W., and Grandpa work together to fix the hen house. Have kids tour the classroom, making a list of things that are messy or in need of repair (e.g., crayons that need to be sorted, torn book pages that need to be taped). As a group, decide which things need to fix or clean up. Have teams volunteer to do the various jobs.

Take It Further
Tour the school yard or neighborhood together to see what needs to be picked up, cleaned, or fixed. Join with other classes and/or families to get the job done.

In the Learning Center

Art Center
Have kids use shoeboxes to make their own toolboxes. The toolbox can be decorated and filled with school tools: pencils, ruler, eraser, etc. Children can keep it at school or take it home.

Drama Center
Provide toolboxes or a tool bench with plastic tools, hard-hats, tool belts, child-safe tape measures, and large bolts and nuts.

Grandpa Dave's Old Country Farm
program number 115
Arthur and D.W. visit their grandfather's farm.

*Book-based story

Crunch, Crunch, Crunch!

Creating original jingles about their favorite foods helps children develop

- **creative thinking and problem-solving skills**
- **language and literacy skills**

Materials

- large paper (for writing the Apple Jingle below)

We all know catchy songs—now kids can create their own! Explain that a jingle is a catchy song, like those used in commercials. Tell children that they can compose a food jingle, as D.W. did in "Arthur and the Crunch Cereal Contest." Use the Apple Jingle below as a model, and point to the written words as you chant them together. Then invite children to use the pattern to create verses about their favorite foods, replacing the boldface words with their own.

Apples *for our lunch.*
Apples *for our lunch.*
Red and juicy, crunchy, crunchy,
Apples *for our lunch.*

Kids can add hand or other motions to the song. Record the children's verses on tape and play and chant them together often, particularly before snack or lunch.

In the Learning Center

Cooking Center

Post a picture recipe for Trail Mix (see page 58 for recipe) so children can make single-portion snacks.

Arthur and the Crunch Cereal Contest*

program number 116

Arthur will win a year's supply of Crunch Cereal if he can write their new jingle.

*Book-based story (The Crunch Cereal Contest)

Look at Me! I'm a Cat, I'm a Tree!

Creative movement exercises help children develop

- **creative thinking and problem-solving skills**
- **gross motor skills/creative movement skills**

Children will enjoy these two creative movement exercises based on yoga, an ancient form of exercise and meditation. Invite them to stretch their bodies and let their imaginations soar!

The Cat

Start on your hands and knees.
Look up. Curve your shoulders up.
Hold the stretch for one-two-three as you purr like a happy cat.
Now look down at the floor and arch your back up.
Hold the stretch for one-two-three as you hiss and growl like an angry cat.

The Tree

Stand on one leg. That is the tree trunk.
Place the other foot on your leg, at the knee.
Now raise your arms high above your head, with the fingers touching.
Count slowly to five as you imagine the sun shining down on you.

Note: Children who have trouble balancing can stand on two feet or lean against a wall.

In the Learning Center

Active Play Center

Children can create gymnastic routines using tumbling mats, low balance beams (or a strip of paper taped to the floor to simulate a balance beam), and music.

D.W. Flips*

program number 116

D.W. brags that she can do a cartwheel on the balance beam.

*Book-based story

A Kindness Tree

Talking about acts of kindness, and making a "Kindness Tree" to commemorate them, helps children develop and improve

- **language and literacy skills**
- **social and emotional development**

Materials

- flowers made from colored paper
- instamatic camera (optional)
- a tree (trunk, branches, and leaves) made of construction paper, taped to a wall

Helpful children and acts of kindness can make your classroom bloom. Have children name ways that they can be nice to one another. Ask questions to prompt ideas: *What can you say to make someone feel better when she's sad? How can you help each other in class? What special things can you do to show your friends you like them?*

Make the Kindness Tree bloom together. Each day, ask children to report ways that they have been kind or helpful to a classmate, or that a classmate has been kind to them. Write down each example on a paper flower and tape it to the tree. If you wish, add photos or drawings. Help children "read" the flowers. Can they find their names? Can they find the names of their friends?

In the Learning Center

Library Center

Share books about kindness, such as *Alfie Lends a Hand* by Shirley Hughes, *The First Strawberries* by Joseph Bruchac, and *Tucking Mommy In* by Morag Loh.

Meek for a Week

program number 117

Muffy bets Francine that she can't be nice to everyone for a whole week.

Everyone's a Winner

Creating awards for their personal strengths and abilities helps children develop and improve

- **art skills**
- **language and literacy skills**
- **social and emotional development (self-esteem, self-expression)**

Materials

- celebratory music (optional)
- doilies, stars, glitter
- glue
- markers
- paper circles (write *The World's Greatest* _____ on each one)
- prize ribbons

Everyone is great at something and people take pride in having their skills recognized. What do your children excel at? hopping on one foot, blowing bubbles, being good friends or terrific big sisters? Help your children identify their talents.

Make awards for *The World's Greatest* _____. Each child will decide what his or her award will say. (It's okay to have more than one prize for the same feat.) Then children can decorate their awards. If you wish, hold an awards ceremony by playing music and leading the class in a "champions procession."

Arthur, World's Greatest Sleeper

program number 117

Arthur thinks it's cool to be a Gleeper, until he finds out that gleeping means stealing.

Video Discussion—You may want to discuss with older children the peer pressure Arthur feels and the implications of having people believe you're something you're not.

Get Well Soon

Taking care of stuffed animals in a class infirmary helps children develop and improve

- **creative thinking and problem-solving skills**
- **life skills**
- **social and emotional development (self-expression)**

Materials

- first-aid props (e.g., bandages, toy thermometers, blankets)
- stuffed animals or dolls

Ask children to think of a time when they were sick. (Chances are everyone has a tale he or she would like to tell.) Ask, *What made you feel better when you were sick? Was it some medicine or treatment, like Arthur's oatmeal bath? Was it something nice someone gave you or did for you?*

Invite children to be caretakers for a sick stuffed animal or doll. *Why doesn't the toy feel good? What would make it feel better?* Children can practice first aid and nurture their toys. You may want to let the toys "sleep overnight" in beds the children fix for them, and have them feel better the next day.

Take It Further

Invite a nurse, doctor, or nutritionist to come and talk about ways to keep healthy.

In the Learning Center

Drama Center

Provide doctor and nurse props for kids to use in role-plays.

Arthur's Chicken Pox*

program number 118

The circus is in town and the whole family's excited—until Arthur gets chicken pox.

Healthy Snacks

Sorting pictures of food and making posters of healthy food and junk food helps children develop

- **art skills**
- **life skills (nutrition)**
- **math skills (comparing and sorting)**

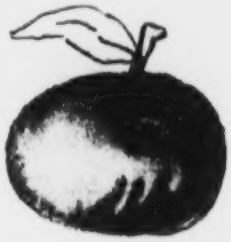
Materials

- glue
- pictures of food from magazines, grocery fliers, etc.
- poster board (two large pieces)

In "Sick as a Dog," too much candy made Pal ill. It could happen to any of us. Ask children, *What sorts of things should we eat? How can we keep our bodies strong?* Help children discover and define the differences between healthy food and junk food.

Bring out the food pictures and poster boards. Write the title "Healthy Food" on one poster board, then draw a green traffic light. Ask children, *What does a green light mean?* (Go ahead.) Kids should feel free to eat lots of healthy foods. Help children choose and glue down two or three healthy-food pictures on this poster.

Write the title "Junk Food" on the other poster board, then draw a yellow traffic light. Ask, "What does a yellow light mean?" (Slow down, prepare to stop.) Explain that we should only eat junk food once in a while, if at all. Help children choose and glue down two or three pictures of candy, chips, soda, etc. Continue to sort, discuss, and glue pictures on the posters with children.



Sick as a Dog

program number 118

Arthur is worried when poor Pal has to sleep overnight at the vet's.

*Book-based story

Sidewalk Safety

Learning about and role-playing traffic safety help children develop and improve

- **creative thinking and problem-solving skills**
- **life skills**

Materials

crossing-guard sash
hand-held stop sign
traffic-light costume made out of a box (two sides show a green light, two sides show a red light)

Knowing the meaning of traffic rules is important for young children. Set up streets and crosswalks in your classroom. Let kids play the roles of drivers, pedestrians, a crossing guard, and a traffic light. Use props and costumes to act out safe traffic scenes: *The light is turning red. Now the crossing guard is going to stop the traffic.*

Take a walk in the neighborhood with kids. Look for crosswalks, stop signs, traffic lights, etc. Teach a safety song to the tune of "Go In and Out the Windows" (see page 59), then practice crossing the street.

I stop, I look, I listen. (sing three times)
Before I cross the street.

Take It Further

Organize a "trike-a-thon" on your playground and try any of the following: (1) Set up a "bike wash" area and a zig-zag course; (2) Tie toy wagons to the trikes and take stuffed animals for a ride; (3) Teach the hand signal for "Stop" and then play "Simon Says" on trikes.

D.W. Rides Again*
program number 119
Four-year-old D.W. will get rid of those training wheels, or else!

Take Me Out to the Ball Game

Practicing being a good sport and playing catch helps children develop and improve

- **gross motor skills**
- **social and emotional development**

Materials

- beanbags (one for each pair of children)
- doll

Have the children imagine that they are on a sports team, like Coach Frensky's in "Arthur Makes the Team." Their team is in the outfield. Here comes the ball, heading straight to Arthur. Oh, no! Arthur missed the ball . . . again. The game is over. Their team has lost. Ask the children, *What would you say to Arthur to make him feel better?*

Designate a doll as "Arthur." Give all the children a chance to let "Arthur" know that making a mistake is no big deal. The important thing about a game is to have fun. Being angry at your teammates makes it less fun for everyone.

Introduce the Good Sport Game. In this game, partners toss a beanbag back and forth. Ask, *Do you think you will be able to catch without a miss forever?* Say, *Eventually someone will drop the beanbag. Remember what you told Arthur.* Compliment the good sports behavior that you observe.

In the Learning Center

Library Center

Read books about cooperation and teamwork, such as *Chubbo's Pool* by Betsy Lewin, *Farmer Duck* by Marin Waddell, and *Playing Right Field* by Willy Welch.

Arthur Makes the Team*
program number 119
Can Coach Frensky work with a baseball team in which everyone is fighting and no one wants to practice?

Rainy Day Fun

Creating a book about rain helps children develop and improve

- **art skills**
- **language and literacy skills**
- **science skills**

Materials

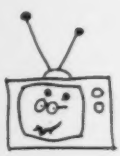
- crayons, markers, paints, and pencils
- hole punch
- paper
- picture books about rain, such as:
  A House of Leaves by Kiyoshi Soya
  Mushroom in the Rain by Mirra Ginsberg
  The Napping House by Audrey Wood
  Rainy Rainy Saturday by Jack Prelutsky

With a little investigation, children may come to appreciate rain in new and different ways. Help kids research rain, such as the different types (e.g., storm, drizzle), what rain feels like, what it looks like, and where it comes from. What and who gets wet when it rains? Do they know any rainy-day games? poems or songs about rain?

Create a class "Rain Report" and write down children's observations, knowledge, and poems. Have them illustrate the pages. (See page 58 for instructions on how to create a class book.) Keep the book in the classroom and read it to kids on rainy days. On your class calendar, keep track of when it rains and what types of rain you see.

Family Connection

Children love to hear stories about when their parents and grandparents were little. Ask family adults to tell children their favorite rainy-day childhood activities, and have kids share these with the rest of the class.



Arthur's Almost Boring Day
program number 120
On a rainy day, D.W. and Arthur explore the attic and discover some fascinating things about their parents.

Breakfast Buffet

Preparing a breakfast buffet helps children develop and improve

- **life skills (nutrition)**
- **math skills (measuring, counting)**
- **science skills (observing, predicting)**

Materials

- cooking supplies and ingredients for breakfast foods, such as applesauce, butter, muffins, and fruit salad

You and your children can have a breakfast of champions by cooking your own breakfast buffet. Plan the menu together and organize cooking teams to prepare different foods. Cooking projects offer a wide range of "teachable moments."

- Encourage children to observe and describe how ingredients change as they shake 1/2 cup of heavy cream in a baby-food jar for 2–3 minutes to make butter.
- Ask children to predict how muffin batter will change when you bake it in the oven, or how apples slices will change as you simmer them on the stove to make applesauce.
- Count and talk about seeds and pits as you make fruit salad.
- Do taste-test experiments with the granola ingredients. Can children identify the ingredient by taste alone?

(**Note:** Be aware of food allergies, especially to nuts such as peanuts.)

The Half-Baked Sale
program number 120
Arthur hasn't the heart to tell Grandma Thora that her cookies lack a certain something—like sugar, for instance.

Hello, Hola, Bonjour

Learning about different cultures helps children develop and improve

- **cultural/social diversity appreciation and understanding**
- **language and literacy skills**
- **social and emotional development (appreciating new experiences)**

Materials

- music from diverse cultures
- picture books from and about diverse cultures, such as:
  Hello! Goodbye! by Aliki
  Loving by Ann Morris
  New Shoes for Silvia by Johanna Hurwitz
  Somewhere in Africa by Niki Daly and Ingrid Mennen

Providing daily exposure to various cultures will enrich your children's experiences and enable them to appreciate and share their own heritages. Tap into the resources of your community to find books, music, and cultural organizations. Invite family and community members to share their childhood experiences in other countries or among various U.S. cultures. Ask your guests to teach your children a game, song, dance, or greeting specific to their country or culture.

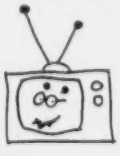
Read stories about contemporary children in different countries. Invite children to dance to the music of different cultures. Read *Hello! Goodbye!* by Aliki, then sing the song "Hello Everybody" (below) as you teach the word for **hello** in several languages.

Hello *everybody, yes indeed, yes indeed, yes indeed.*
Hello *everybody, yes indeed. Yes indeed, my darling.*

[Hola in Spanish; Buon giorno in Italian; Konichi wa in Japanese; Priviet in Russian; Nea how in Mandarin Chinese; Bonjour in French; Shalom in Hebrew]

In the Learning Center

Music Center
Provide instruments and tapes from various cultures.



Sue Ellen Moves In

program number 121
A new family has arrived in town and strange things are happening at their house.

All Manner of Fun

Practicing manners at a tea party helps children develop and improve

- **language and literacy skills (reading comprehension)**
- **social and emotional development**

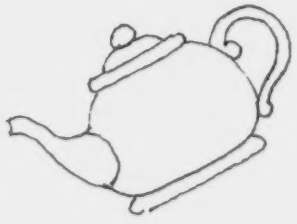
Materials

- dress-up clothes
- tablecloth
- tea set
- *What Do You Say, Dear?* by Sesyle Joslin

Start off your tea party by reading *What Do You Say, Dear?* with children. Pause to let them predict the right thing to say in each quirky situation. Next, have them invite each other to a make-believe tea party. This is their chance to show off their excellent party manners (which you can model), as well as their sense of style (be sure to provide dress-up clothes). Welcome each child and seat him or her at the tea table. Pretend to serve your guests tea and engage them in polite conversation: *Would you like some tea? Yes, please. No, thank you. Please pass the milk. Mmm, this is delicious!*

In the Learning Center

Cooking Center
Provide children with raisin bread and cookie cutters so they can make fancy snacks.
(**Note:** Be aware of food allergies, especially to nuts such as peanuts.)



The Perfect Brother

program number 121
When the Brain spends the weekend at Arthur's house, he seems perfect—much to Arthur's dismay.

Cool as Ice

Experimenting with ice, and making frozen dessert pops, help children develop and improve

- **science skills (observing, predicting)**

Materials

- ice cubes
- juices (different kinds)
- paper cups
- piece of thread for each child
- plastic spoons
- salt

Teach children an ice cube trick to show their families. Give each child an ice cube and a piece of thread. Can they pick up the ice cube with the thread? Show them how to do it. Sprinkle an ice cube with salt and place the thread on top. The salt will temporarily melt the ice, then it will refreeze over the thread—when you pick up the thread, it will lift the ice cube.

Ask kids, *What sorts of desserts are kept in the freezer?* Make frozen pops with the children. Have each child choose a juice to pour into a small paper cup. Freeze for about one hour, then place a plastic spoon in the center of each cup. Freeze until solid, then peel away the cup and eat!

In the Learning Center

Water Center

Put ice cubes in the water table and leave pieces of fabric, stiff plastic, and aluminum foil nearby. Which materials best protect children's hands from the cold as they handle the ice cubes?

D.W.'s Snow Mystery
program number 122
D.W.'s most prized possession, a snowball from last winter, disappears!

All Together Now

Learning to work and play together helps children develop and improve

- **art skills**
- **creative thinking and problem-solving skills**
- **social and emotional development (cooperation)**

Materials

- crayons, markers, paint
- puzzles with 6 or 8 pieces
- two large pieces of paper

Being able to work well with others is an important skill for people of any age to have. You may want to discuss with kids the importance of teamwork before you start these two cooperative activities.

Puzzle Pieces: Divide the class into groups of 3–4. Give each group one puzzle board and each member two pieces of the puzzle. After the puzzles are completed, ask children to talk about how they worked together to get the task done. Write down the children's techniques and post the ideas in the classroom.

Mutual Mural: Invite children to make a group picture. Have the class vote on the theme or subject of the mural. Spread a large strip of paper on the floor or tape it to the wall. Work on the mural with the class. Encourage kids to share ideas with each other.

In the Learning Center

Library Center

Provide books about sharing and working together to achieve a goal, such as *A Chair for My Mother* by Vera B. Williams and *Subway Sparrow* by Leyla Torres.

Team Trouble
program number 122
Can Arthur, Francine, and Buster work as a team to complete a school assignment?

Being Brave

Role-playing scenes to resolve conflict helps children develop and improve

- **creative thinking and problem-solving skills**
- **social and emotional development (conflict resolution, self-esteem)**

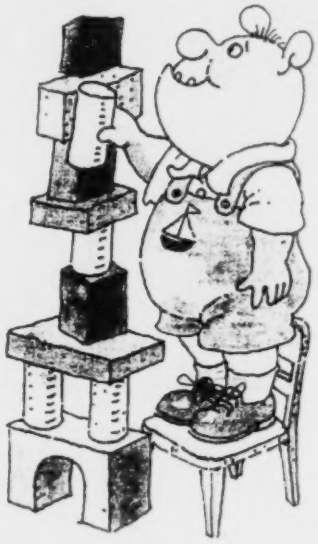
Materials

- puppet or stuffed animal

Binky Barnes has a reputation for being the class bully. Explain that Binky, like some kids, does things at times that scare other kids or make them mad.

Introduce a puppet as Binky. Set up role-playing situations that reflect conflicts that occur in your classroom. Encourage children to use their own words to work out a solution with Binky. Possible scenarios include: (1) Binky tries to grab your crayon, saying, *You've got the red crayon. I was looking for that;* (2) Binky knocks your block tower down, saying, *Hey, I'm an earthquake. Your tower is history.*

After each role-playing situation, discuss what happened. Praise the participants for their good problem-solving skills.



Bully for Binky
program number 123
Binky gets a taste of his own medicine and discovers how good it is to have friends.

Lucky Guess

Making a game to explore mathematical chance helps children develop and improve

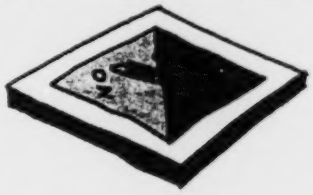
- **creative thinking and problem-solving skills**
- **math skills (comparing, contrasting)**
- **science skills (observing, predicting)**

Materials

- cardboard square with two halves labeled YES and NO *(see art)*
- paper clip
- tack

Show children how to use the Lucky Guess spinner to see if it "knows all." Ask the spinner a few yes or no questions: *Is my name Humpty-Dumpty? Do horses have wings? Does Jackson have brown eyes?* After each child takes a turn with the spinner, ask, *Does the spinner always know the right answer? Does it sometimes get the answer right? Do you know why that happens?*

Play a probability game. Children guess whether they will spin a YES or a NO. Tally their correct and incorrect guesses on a chart with two columns labeled YES and NO. What does the outcome tell you about the Lucky Guess spinner?



In the Learning Center

Math Center

Prepare a worksheet on large graph paper with six columns labeled 1, 2, 3, 4, 5, and 6. Show kids how to roll a die, count the number of dots on top, and color in a square in the appropriate chart column. Which number comes up most often?

Misfortune Teller
program number 123
Arthur and his friends are enthralled by Prunella's handmade fortune-teller.

Tooth Truth

Learning about dental care, and making toothbrush holders, helps children develop and improve:

- **art skills**
- **life skills (good dental habits)**

Materials

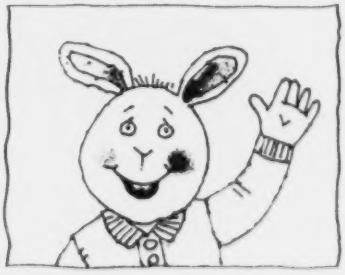
- clay (self-hardening or bakeable)
- paint supplies
- toothbrush (for each child)

When do kids start losing their baby teeth? What happens after you've lost a baby tooth? Invite children to share their knowledge and questions about these and other toothy topics.

This is a good opportunity for children to learn about taking care of their teeth. Have them make tooth-shaped toothbrush holders out of clay, using a wide pencil to form a hole for the toothbrush. Etch each child's name on the bottom of the holder. Children can paint their holders when dry or baked. You may want to keep these holders in class and provide a new toothbrush for each child. Encourage children to brush their teeth after lunch, making sure they don't exchange toothbrushes.

Take It Further

Invite a dentist or dental hygienist to your class. She or he may be able to bring information sheets to send home to families, and posters or props for dramatic play.



Arthur's Tooth*

program number 124

Does Arthur have to be the last in his class to lose his baby teeth?

If You're Lost

Learning what to do if they get lost, and making a chart with tips, help children develop and improve

- **creative thinking and problem-solving skills**
- **life skills (safety)**

Materials

- chart paper

At some time or another, most children experience being lost in a store or otherwise briefly separated from their parents. It's important that they know what to do. Tell kids a story from your childhood about a time you (or someone you knew) got lost. How did you feel? What did you do? Ask children if they have ever gotten lost, and what they did about it.

Ask kids to provide good safety tips to make a "What to Do If You Are Lost" chart. Write down their suggestions. Good guidelines include staying where you are, going to a meeting place you and your parents have chosen, or asking a salesperson, security guard, or police officer to help you.

Family Connection

Send copies of the children's "What to Do If You Are Lost" chart home to families. Encourage parents to discuss the issue with their children and to review family safety rules.

D.W. Gets Lost

program number 124

D.W. wreaks havoc as she tries to find her mother in a huge department store.

Video Discussion—Stop the video when D.W. heads off alone to find the earrings. Ask children, *What do you think is going to happen? If you were in D.W.'s place, would you do what she's doing now?* Remind children that they should always stay with an adult.

*Book-based story

Weddings Around the World

Learning about and play-acting different wedding traditions help children develop and improve

- **creative thinking and problem-solving skills**
- **creative movement skills**
- **cultural/social diversity appreciation and understanding**

Materials

- aluminum foil
- stuffed animals
- towels or doll blankets
- "wedding music"
- wedding props, such as a veil, a tie, juice and cups for a toast, etc.
- *Weddings* by Ann Morris

Most young children are fascinated by wedding ceremonies, and some may have already been to one. Read the book *Weddings* by Ann Morris, so they can learn about different wedding traditions. Ask children to share what they know about their own family traditions—who performed the ceremony, what the bride and groom wore, etc. Make props for play-acting, such as a ring and pillow for the ring bearer, a broom for broom jumping, etc. Provide different types of music for group dancing. Kids will enjoy the celebration while learning about different cultures.

In the Learning Center

Art Center

Make tissue-paper flowers and other wedding decorations.

D.W. Thinks Big*

program number 125

D.W. can't believe that Arthur gets to do everything—like carry the ring in Aunt Lucy's wedding.

Cleaning Up

Learning to pick up litter, and decorate with recycled materials, helps children develop and improve

- **art skills**
- **creative thinking and problem-solving skills**

Materials

- glue
- playhouse (box large enough for kids to play in)
- recycled materials with interesting textures and surfaces
- sturdy paper

Ask children, *What is litter? What does it mean when people say, "Don't litter!"? Why is it important not to litter?* Teach the following song to the tune of "Frère Jacques," adding appropriate gestures:

I see litter, I see litter.
Pick it up. Pick it up.
Throw it in the trash can.
Throw it in the trash can.
No more litter! No more litter!

Organize a classroom litter pickup. Children can sing the song as they hunt for litter around the room.

Invite children to decorate a cardboard playhouse with recycled materials. Have kids glue recycled materials to a large box, and encourage them to describe the materials as they work.

Community Connection

Choose a park or playground for a community cleanup project. Check with the Department of Public Works for permission and guidelines, and then invite families to join you for a "Spruce up Our Neighborhood" day. (Review safety concerns such as using gloves and tools rather than bare hands, watching out for broken glass, etc.)

Arthur Cleans Up

program number 125

Elwood City's park is in sad shape, but the kids will clean it up.

*Book-based story

When I Grow Up

Exploring different occupations through play helps children develop and improve

- **creative thinking and problem-solving skills**
- **life skills**

Materials

- art supplies (yarn, ribbons, etc.)
- chart paper
- child-safe scissors
- crayons and markers
- glue
- large paper bags with head and arm holes cut out
- recycled materials

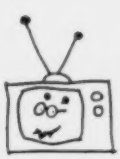
Many children already have careers in mind for the future. Ask, *What job do you think you might want to do when you grow up?* Write children's ideas next to their names on a chart. Many jobs require special clothes or special tools. Discuss the jobs on the list: What special clothes does a (e.g., firefighter, clown or mail carrier) wear? What tools does she or he use?

Using the materials listed above, encourage students to make costumes and tools to go with the occupations that interest them. Let children put on their costumes and have them pantomime the work they do. You can play a newspaper reporter and interview them about their jobs.

In the Learning Center

Drama Center

Provide a collection of career props (such as musical instruments, a stethoscope, a hard-hat). Change or add to the collection frequently.



My Dad, the Garbage Man
program number 126
Mr. Ratburn's class takes a field trip to visit their parents' jobs.

Sleep Over

Role-playing sleepover rituals helps children develop and improve

- **creative thinking and problem-solving skills**
- **social and emotional development (appreciating new experiences)**

Materials

- blankets
- breakfast food
- construction paper
- crayons and markers
- extra T-shirts
- popcorn (or other snack)
- video

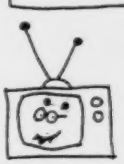
A sleepover is exciting for kids—maybe some of your children have already experienced one. Ask them what they know about sleepovers: *Where do you sleep? What do you do before you go to bed?*

Plan a naptime sleepover in your classroom and let them decide what to do. Write a note home suggesting that children bring a large T-shirt for sleepwear and a favorite bedtime toy or blanket to class. Draw the shades and pretend that it is night. Make some popcorn or other snack and watch a video together. (**Note:** Be aware of food allergies, especially to nuts such as peanuts.) Let children put on their nightshirts, brush their teeth (or pretend to), and cuddle up under blankets. Read a bedtime story or sing a lullaby while children pretend to sleep. Open the shades in a few minutes and "wake" the kids up.

In the Learning Center

Library Center

Feature bedtime books and books about sleepovers, such as *Edward's Overwhelming Overnight* by Rosemary Wells, *Ira Sleeps Over* by Bernard Waber, *K Is for Kiss Goodnight* by Jill Sardegna, and *Ten, Nine, Eight* by Molly Bang.



Poor Muffy
program number 126
A new carpet and an attack of sneezing mean that Muffy must spend the weekend at Francine's.

Lost and Found

Locating something that is lost, and playing a cooperative hide-and-seek game, helps children develop and improve

- **creative thinking and problem-solving skills (sequencing)**
- **social and emotional development (sense of class community)**

Materials

- small item (to hide)

Invite children to be detectives for a day. Before they arrive, hide something that belongs to you somewhere in the room. Tell children about your problem and ask for their help: *I can't find my coffee cup. I think it's lost. What can I do?* Prompt children to investigate by asking you where you went with your coffee cup. Recall an imaginary sequence of events and visit each location with the class to search for the missing item: *Well, I went to the block corner to look at Mitchell's tower. Maybe it's there.* Finally, identify the location where you hid the item, and let children discover it there.

Play a cooperative hide-and-seek game. Have one child leave the area while the class watches you hide a toy. When the searcher returns, the class will help him find the toy by giving "hot and cold" clues. "You're cold!" means the toy is far away. "You're getting warmer" means the searcher is getting closer. "You're hot!" means the searcher is almost at the toy.

D.W.'s Blankie*
program number 127
D.W. loses her blankie and Arthur sets out to find it.

Shaping Up

Experimenting with shapes, and making get-well cards, helps children develop and improve

- **art skills**
- **language and literacy skills (communication, shape recognition)**

Materials

- construction paper
- eyedroppers
- paint
- sponges
- trays

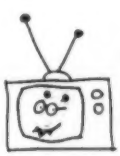
Invite children to create an artistic get-well card for someone they know who is sick, for a pet, or for a favorite stuffed animal. Provide trays of paint, small sponges, eyedroppers, and construction paper folded in half. Show children how to open the paper, drip or dab paint on one side, then fold and press. What shapes can they make? What does the painting remind them of? Ask them to dictate their get-well message and decide what to put on the front.

Take It Further

Take children outside to look at the clouds. Do they look like good-weather or bad-weather clouds? Encourage children to talk about the shapes they can see in the clouds.

In the Learning Center

Math Center
Provide different-shaped objects that children can sort by shape.



Substitute Teacher Trouble
program number 127
Arthur wants a teacher like Mrs. Sweetwater, who takes her class outside to look at cloud shapes. But is it possible that their substitute teacher makes school too easy?

*Book-based story (D.W.'s Lost Blankie)

Poet's Corner

Listening to poetry and creating a class poem help children develop and improve

- **language and literacy skills**

Materials

- poetry anthology (such as *Read-Aloud Rhymes for the Very Young* by Jack Prelutsky)

Teaching children about poetry opens a whole new world of wonderful sounds and images. Try to choose poems that kids can act out with gestures, such as "The Little Turtle" by Vachel Lindsay or "Three Tickles" by Dennis Lee; poems that they can move to, such as "Skeleton Parade" by Jack Prelutsky; and poems to which they can provide the final lines, such as "Good-Morning" by Muriel Sipe.

Invite kids to create a class poem. Ask children to name three things that make them glad. Write these in the first verse, for example:

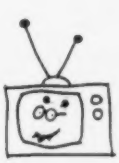
"Ice cream"
"My grandma's hug"
"My red sneakers"
"That's what makes me glad."

Use the same form to create verses ending with, *"That's what makes me sad"* (or *"mad"*). Read the poem aloud with the class, adding appropriate gestures. Try having individual children say the first three lines of each verse and having the class chant the final line.

In the Learning Center

Library/Listening Center

Provide picture books with rhyming text and accompanying audiotapes, such as *Chicka Chicka Boom Boom* by Bill Martin, Jr.



I'm a Poet
program number 128
Arthur and his friends write poems to be judged by the famous poet, Jack Prelutsky.

Monster Masks

Discussing imaginary scary characters and making masks of them help children develop and improve

- **art skills**
- **creative thinking and problem-solving skills (dramatic play)**
- **social and emotional development (coping skills)**

Materials

- art supplies (e.g., crepe paper, glitter, yarn, stickers)
- crayons and markers
- glue
- large piece of paper
- mirrors
- music
- paper plates (cut eye holes and attach plastic bands or string)

In "The Scare-Your-Pants-Off Club," Muffy has nightmares about monsters and space creatures. Some of your children may have similar bedtime worries. Ask children to name some scary imaginary creatures. Write the list on a chalkboard or large piece of paper.

Tell students they are going to make masks so they can pretend to be scary creatures. Have children decorate paper-plate masks with crepe paper streamers, feathers, markers, etc. Make mirrors available so children can see themselves in their masks. Children can make up names for their monsters. Play music for a Monster March and encourage all the "monsters" to walk and talk in character.

In the Learning Center

Science Center

Make a batch of "goop" for kids to play with. (See page 58 for the recipe.) **Note:** Remind children that it is not for eating.

The Scare-Your-Pants-Off Club*
program number 128
A group called "Parents Against Weird Stories" wants the Scare-Your-Pants-Off Club books taken off the library shelves.

*Book-based story

Howdy Handshakes

Talking about clubs and creating a special handshake for the class helps children develop and improve

- **creative thinking and problem-solving skills (memory)**
- **gross motor skills/creative movement skills**
- **social and emotional development (sense of class community)**

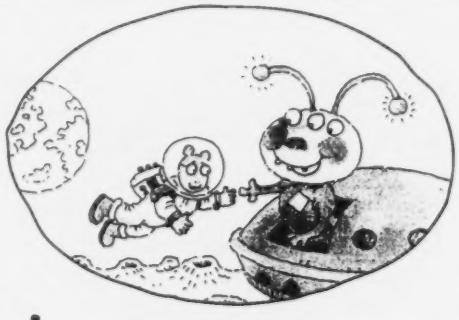
Ask children if they know of or belong to any clubs. Explain what a club is and that sometimes clubs have special handshakes that members use to greet each other whenever they meet. Tell kids that together you will be creating a special handshake for your class: *How shall we start? Now what will we do? How many times?* Add one or two more steps—e.g., stand back-to-back and reach through legs to shake hands, spin around and do a high five or low five, hook pinkies, make a thumbs-up gesture.

Have everybody practice the special class handshake with a partner. Create a name for the handshake and write the name on chart paper or a chalkboard so kids can see it. Now, put on music. Tell children that when the music stops suddenly, they must find a partner and do the class handshake.

In the Learning Center

Drama Center

Kids can use sheets, tables, chairs, cardboard boxes, blocks, and other materials to make clubhouses or hideaways.



My Club Rules

program number 129

The gang can't agree on rules for their club.

Bike Bonanza

Comparing trikes and bikes, holding a tricycle wash, decorating trikes, and building toys with wheels help children develop and improve

- **art skills**
- **creative thinking and problem-solving skills (comparing and contrasting, attention to detail)**
- **life skills**

Materials

- crayons and markers
- building sets with wheel parts
- index cards or stiff cardboard squares (to make license plates)
- shallow trays of water and paper towels
- streamers

Some of your children may already have tricycles, so set up a bike wash for classroom trikes and ride-on toys. Help children decorate clean trikes with streamers and fanciful license plates.

Ask a bike enthusiast (it could be you) to bring his or her bike to class to point out the parts of a bike. Include in the demonstration bike accessories, repair tools, and safety gear. Have children compare a classroom tricycle to the bicycle: *How is it different? Where are the pedals attached? Do the wheels come off?* Encourage them to describe the differences and similarities.

Take It Further

Help children build toy vehicles using building sets. Build ramps and roads around the room so children can take their vehicles for a drive.

Stolen Bike

program number 129

Francine is embarrassed by her crummy old bike. **Video Discussion**—Stop the video when Mr. Frensky gives Francine his old childhood bike. Ask what Francine and her father could do to fix up the bike.

Shadow Play

Playing with shadows helps children develop and improve

- **creative thinking and problem-solving skills (drawing conclusions)**
- **science skills (observing, experimenting)**

Materials

- screen (optional)
- slide projector or flashlight

How do your children feel about the dark? With a little light, they can have fun playing with shadows. Set up an empty slide projector or use a flashlight beam. (With some slide projectors you may need to place an empty slide mount in the slot.) Have groups of kids take turns using the light beam to make hand shadows. Ask questions to help children learn how shadows "work":

Why is Ravi's hand so much bigger than Jonathan's shadow hand? Kalie, can you figure out a way to make your shadow hand smaller? Ross and Kira, can you make your shadow hands touch without having your real hands touch? Can you make your hand shadow look like an animal? What kind of animal?

In the Learning Center

Science Center

Set up a tent or drape a blanket over a table and provide flashlights for play.

Arthur's First Sleepover*

program number 130

Despite D.W.'s warning about aliens, Arthur sets up his tent for his first sleepover.

Thanks for the Memories

Creating a class book and memory box helps children develop and improve

- **creative thinking and problem-solving skills (memory)**
- **language and literacy (storytelling)**
- **social and emotional development (sense of class community)**

Materials

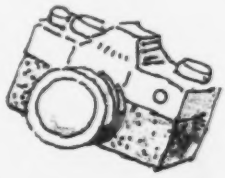
- art supplies (e.g., paint, yarn)
- crayons and markers
- glue
- large box

In "Arthur's New Year's Eve," Grandma Thora says that the best way to celebrate a new year is to remember the things that made the last year special. Have your children think of important events from this year, particularly those that took place at school. Distribute art supplies so kids can illustrate their favorite or most exciting memories. Circulate and ask children to dictate words to go with their pictures.

Bind the pages together into a class book and let children choose a title. Create other book features such as a dedication, an "About the Authors" section, etc. (See page 58 for instructions on how to create a class book.)

Take It Further

Create a Memory Box with the class, choosing and storing mementos of special projects and occasions. Children can share their Memory Box stories with their families at an end-of-year classroom gathering.



Arthur's New Year's Eve

program number 130

Arthur is determined to stay up and discover exactly what happens at midnight on December 31.

*Book-based story

It's in the Mail

Creating and mailing their own postcards helps children develop and improve

- **language and literacy skills**
- **life skills**

Materials

- blank, prestamped postcards for each student
- crayons, markers, and other art supplies
- envelopes and cards you've received
- home addresses (ask families for permission to distribute)
- slips of paper (write each child's name on one)

In "Arthur Meets Mister Rogers," Mister Rogers writes postcards to his friends while visiting Arthur's family. Show children some cards and envelopes that you've received. Ask, *What do you need to put on an envelope before you mail it? Where do you go to mail a letter? What happens when you mail a letter?*

Have children create and mail their own postcards. First, ask them to reach into a bag and pull out the name of a classmate. Then have them decorate the blank side of a postcard. Invite each child to dictate a note for their postcard. Address the card together. Walk to the nearest mailbox and let each child mail her or his postcard.

In the Learning Center

Drama Center
Set up a "post office."

Writing Center
Stock with stationery, envelopes, stamps, rubber stamps and stamp pads, and colored pens and pencils.

Arthur Meets Mister Rogers
program number 201
When Mister Rogers comes to visit, Arthur isn't sure whether he should be thrilled or embarrassed.

Teasing Is Tough

Talking about how it feels to be teased and creating coping strategies helps children improve

- **social and emotional development (conflict resolution, self-expression)**

Materials

- crayons
- two paper circles for each child

Being teased is a common experience for young children. Help them find ways to cope with the experience.

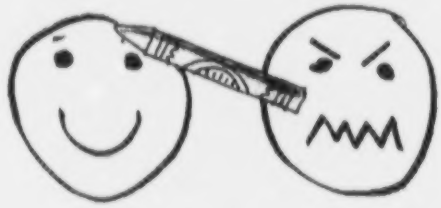
Give each child two paper circles and a crayon. Demonstrate how to draw a happy face on one circle and an angry face on the other. Each time you describe a situation, ask children to hold up a happy or an angry face to show how they would feel.

How would you feel if your best friend invited you to a party? If no one would let you use the swing? If you and your friends built a beautiful sandcastle together? If some kids started teasing you by saying you were a baby?

Ask children, *What can you do or say when someone teases you?* After gathering suggestions, you may want to simplify ideas into a three-step approach, for example:

1. Say, "Please stop it. I don't like it."
2. Say, "I'm going to tell the teacher."
3. Tell the teacher.

Post these techniques in the classroom, and remind children of them when teasing situations arise.



Draw!
program number 201
Trouble starts when Fern draws a not-too-flattering cartoon of Francine.

Art in Action

Painting their own artwork in the style of Jackson Pollack helps children develop and improve

- **art skills**
- **creative thinking and problem-solving skills (experimenting, observing)**

Materials

- art by Jackson Pollack (from postcards and art books)
- golf or Ping-Pong balls
- paint (washable)
- painting supplies (brushes, containers, etc.)
- paper or cloth (large piece)
- shoeboxes or diaper-wipe boxes
- squeezable mustard containers

Your children will have fun creating art in the style of Jackson Pollack. To start, talk about the way he painted. Ask, *How do the paintings make you feel?*

Outdoor Art: Spread a large piece of sturdy paper or cloth on the ground and secure it with rocks. Have children stand around the edges. Let them squirt paint from mustard containers, or hold a brush above the paper, allowing the paint to drip. (Remind children to avoid splashing their neighbors.)

Ball and Box Art: Cut paper to fit the bottom of shoebox or diaper-wipe box. Pour the paint in shallow containers. Roll golf or Ping-Pong balls in the paint. Let children place a paint-covered ball in their boxes, tipping them back and forth, so that the ball rolls over the paper. Children can repeat this with balls dipped in different colors.

In the Learning Center

Science Center

Provide red, yellow, and blue paint; eyedroppers; and empty muffin tins for color mixing.

Binky Barnes, Art Expert

program number 202

Arthur and Buster team up with Binky Barnes to do an art project.

Pencil Power

Play-acting and designing their own "lucky pencils" help children develop and improve

- **art skills**
- **gross motor skills/creative movement skills**
- **language and literacy skills**

Materials

- crayons, markers, colored pencils, etc.
- long, narrow paper

In "Arthur's Lucky Pencil," Arthur thought his pencil was special and could help him do well in school. Lead children in a creative movement activity in which everyone pretends to be a pencil: *Put yourself into a pencil sharpener and turn until you are sharpened to a point.* Have children write their names or draw shapes in the air using their newly sharpened "points."

Then ask kids to imagine that they have a lucky pencil. *What would it look like? What difficult words would it always be able to spell?* Have children draw their lucky pencils on a long strip of paper. Offer to write down the difficult words suggested by children.

In the Learning Center

Art Center

Place paper over textured surfaces (leaves, rough sandpaper, etc.). Kids can make a rubbing of the texture using the side of a pencil tip.

Math Center

Give children many different-sized pencils for lining up and sorting, (e.g., from longest to shortest).

Arthur's Lucky Pencil

program number 202

Arthur is convinced that his lucky pencil is the secret of his success in school.

Try It, You'll Like It

Acting out a nursery rhyme, making a nutritious snack, and trying new foods help children develop and improve

- **creative thinking and problem-solving skills (dramatic play)**
- **social and emotional development (appreciating new experiences)**
- **math skills (counting)**

Materials

- celery sticks
- cream cheese or peanut butter
- plastic knives
- raisins

In "D.W. the Picky Eater," D.W. orders Little Bo Peep Pot Pie at Grandma Thora's birthday party. Do your children know the nursery rhyme? Have several pairs of children turn it into a play. In each pair, one child is Bo Peep and the other is the sheep. Have the sheep "hide" close by. The class chants the rhyme as the actors mime the actions. Let actors ad-lib an epilogue: *What do you say to your sheep, Bo Peep? What do you say to that, sheep?*

Take It Further

Teach the song "The Ants Go Marching One By One." Kids can make a snack called Ants On a Log to go with the song. First, have kids spread peanut butter or cream cheese on a celery stick to make the log. Then, ask them each to count out six raisins to make the ants. (**Note:** Be aware of food allergies, especially to nuts such as peanuts.)

Family Connection

Have children take home a certificate that says, "I will try one new food this week." Have a family adult write the new food the child tried on the certificate and send it back to class.

D.W. the Picky Eater*
program number 203
Because she hates spinach, D.W. risks missing out on Grandma Thora's party at a fancy restaurant.

Big and Little Buddies

Partnering with older children for activities helps young children develop and improve

- **art skills**
- **language and literacy skills**
- **math skills**
- **social and emotional development (self-esteem)**

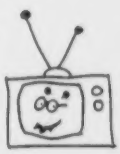
Younger children often look up to older ones, just as Arthur and Buster do in "Buster and the Daredevil." When older and younger kids work together, older kids are empowered by being teachers and role models, and younger children develop confidence from the positive attention. Make arrangements with an elementary school teacher to collaborate on a team project. Try to create one that involves a lot of interaction between partners.

A suggested example is for older children to read aloud a folktale, such as *The Gingerbread Boy* by Paul Galdone. Big and little buddies then make party sandwiches by cutting a slice of bread with a gingerbread-figure cookie cutter and decorating it with peanut butter and raisins. (**Note:** Be aware of food allergies, especially to nuts such as peanuts.)

Older kids can also help their little buddies draw and paint life-sized pictures of themselves on butcher paper. Have the younger children dictate a caption that the older children write.

In the Learning Center

Art/Writing Center
Younger children make thank-you cards to send to their big buddies.



Buster and the Daredevil
program number 203
Arthur and Buster meet two cool, older kids and want to be just like them.

*Book-based story

Adventure Ahead!

Play-acting an imaginary adventure helps children develop and improve

- **creative thinking and problem-solving skills (dramatic play)**
- **gross motor skills/creative movement skills**
- **language and literacy skills**

Materials

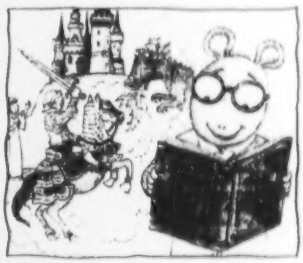
- blanket
- rug squares and tumbling mats (arrange with furniture into an obstacle course)

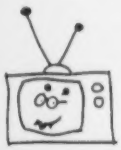
It's fun to act out stories, so invite children to go on a Dragon Hunt. Stand in a circle and ask kids to chant words and repeat actions after you.

I woke up in the morning <stretch>
I decided to find a dragon <show claws and teeth>
I ate a hearty breakfast <eat>
and headed out the door <march>
I walked through the tall grass <push aside tall grass>
I squished through the mud, etc.

When you encounter the dragon in its cave, you turn around and run home, retracing your steps in reverse order, but at a much faster pace.

For older children, incorporate an obstacle course into the adventure. Tell children that their mission is to rescue Sir Teddy the Bear. Have children follow as you cross a river by hopping onto a line of "alligator backs" (the rug squares laid out on the floor), crawl through an ancient tunnel (a blanket-draped table), ski down a steep mountain (the space between a line of chairs), etc.





Arthur Makes a Movie
program number 204
Too young to see a real "James Hound" movie, the kids decide to make their own.

Little Ones

Creating a class book of things they like and don't like about their siblings, cousins, or other family members helps children develop and improve

- **creative thinking and problem-solving skills**
- **language and literacy skills**
- **social and emotional development**

Materials

- chart paper
- markers
- poetry books

All siblings have times when they don't get along, as well as times of being inseparable. Ask children to think of a good time they've had with a younger brother, sister, cousin, or friend, and to pantomime the way they felt. Ask them to think of a bad time and show how they felt then. Have children complete these sentences with their own ideas: "I am happy when my sister . . ." and "I am angry when my cousin . . .".

Write their sentences on chart paper, leaving room for children to add illustrations. (See page 58 for instructions on how to make a class book.) When finished, you can read the complete book aloud.

Share poems about brothers and sisters, such as "Moochie" in *Honey I Love* by Eloise Greenfield, or "The Little Sister Store" and "My Baby Brother" in *Fathers, Mothers, Sisters, and Brothers* by Mary Ann Hoberman. (See page 59 for additional poetry books.)

In the Learning Center

Library Center
Provide books about siblings, such as *Do Like Kyla* by Angela Johnson, *Julius, the Baby of the World* by Kevin Henkes, and *With My Brother* by Eileen Roe.

Go to Your Room
program number 204
Sent to her room for teasing her sister, D.W. plans a foolproof means of escape.

Oops!

Discussing ways to cope with being embarrassed and then playing a matching game help children develop and improve

- **language and literacy skills (letter recognition)**
- **math skills (number recognition)**
- **social and emotional development (expressing empathy)**

Materials

- clothesline
- clothespins
- gift-wrap or wallpaper
- puppet
- scissors

Like Binky Barnes, we all have embarrassing things happen to us. Hold a puppet and, speaking in its voice, explain that something very embarrassing happened in school (e.g., you fell in a mud puddle) and everyone laughed. Now you don't want to play with the other kids because you think they will make fun of you. In your own voice, encourage children to talk to the puppet and help it feel better. As the puppet, ask kids, *What should you do about classmates who tease you?*

Take It Further

Cut pants shapes from different patterns of wallpaper or gift-wrap. Write the same letter or number on each pant leg, and then cut each shape into two pieces.

In "Arthur's Underwear," both Binky and Arthur rip their pants. In this activity, each child gets half of a pair of pants. The object is to find the child who has the matching half with the same letter or number. Partners then hang both pant halves next to each other on the clothesline.

Arthur's Underwear
program number 205
Arthur thinks it's hilarious when Binky Barnes's pants split during class—until he has nightmares about it happening to him.

Giddy-Up!

Learning about horses, and pretending to be horses, help children develop and improve

- **gross motor skills/creative movement skills**
- **language and literacy skills (vocabulary)**

Materials

- apples, carrots, oat cereal
- simple photo book about horses (such as *See How They Grow: Foal* by Gordon Clayton)

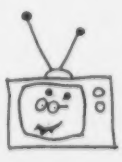
Many young children are fascinated by horses. Here's an opportunity to learn about them. Show photos of horses to children. Identify and talk about horse-related words (e.g., mane, hoofs, saddle, reins, stirrups). Ask children to contribute what they know about horses, such as what they eat, what they do, etc. Share additional information.

What is it like to be a horse? Have children pretend to be horses as they walk in a ring, then gallop, then trot. Set up "fences" for the "horses" to jump over. Remember that horses cool down by walking after a workout. Eat a nutritious snack of apples, carrots, and oat cereal. (**Note:** Be aware of food allergies, especially to nuts such as peanuts.)

In the Learning Center

Library Center
Set up a display of books about horses, such as *All the Pretty Horses* by Susan Jefferies, *A Field Full of Horses* by Peter Hansard, and *Seneca* by Karen Lee Bakers.

Math Center
Provide plastic horses for sorting and counting.



Francine Frensky, Olympic Rider
program number 205
Francine's dream is to have a horse, until she discovers that her sister is better at horseback riding.

Everyday Heroes

Discussing what a hero is, and creating awards for the heroes in their lives, help children improve

- **language and literacy skills**
- **social and emotional development (appreciating others, self-esteem)**

Materials

- crayons, markers, etc.
- drawing paper
- prize ribbons, stickers (optional)

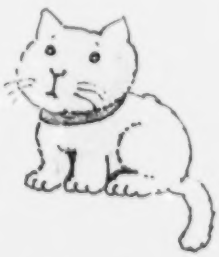
We can all name famous heroes, but there are many unrecognized everyday heroes. Discuss with children what a hero is: someone who is kind, helpful, and brave. Help children understand that the world is filled with heroes.

Tell children about some of the everyday heroes in your life (including them!). Ask them to tell you about something heroic that they, or someone they know, has done.

Distribute the art supplies and ask children to draw and dictate a hero award for someone in their lives (a parent, caregiver, etc.) Encourage older kids to read their own award messages aloud with you, as you point to each word. You may want to decorate each award with a prize ribbon or sticker. Children can present the awards to their everyday heroes.

Take It Further

Throughout the year give a weekly award that recognizes one or more of your children as an everyday hero, and explain why. Be sure all children receive an award.



Buster Baxter, Cat Saver
program number 206
A cat is stuck in a tree, and it's Buster Baxter to the rescue!

Draw to the Music

Creating art murals to different kinds of music helps children develop and improve

- **art skills**
- **music skills**

Materials

- crayons and markers
- two music selections: one soothing and one energetic
- two large pieces of paper
- tape

How do music and drawing go together? Find out by taping two mural-sized pieces of paper to a wall or table. Ask children to stand in front of the first piece of paper. Play soothing music and invite them to wave their arms in keeping with the music. Then give the children two or three crayons each and ask them to draw on the paper to the sound of the music, thereby creating a musically-inspired mural.

Change the tempo and invite kids to create a second mural to the sounds of high-energy music. Compare and contrast the two music selections and the two murals. *How did the music make them feel? Which mural do they like better? Why?*

In the Learning Center

Art Center
Play different types of music as children pound, poke, and shape clay.

Library/Listening Center
Feature sing-along books with cassettes, such as *Raffi's Songs to Read: Five Little Ducks, Tingalayo, Baby Beluga* by Raffi.

Play It Again, D.W.
program number 206
D.W. plays her favorite Crazy Bus CD constantly. It's driving Arthur crazy!

Make Your Own Fun

Creating and illustrating ideas for a TV-free week helps children develop and improve

- **art skills**
- **creative thinking and problem-solving skills**
- **language and literacy skills**

Materials

- cardboard box
- crayons and markers
- paper towel rolls
- scissors
- square pieces of paper (cut to the length of a paper towel roll)
- tape

Ask children to imagine a day with no TV or videos. *What games would you play? What things could you do with your families?*

Distribute the paper and art supplies. Have children draw their ideas and dictate captions for you to write on their drawings. Tape the pictures together to form a long strip. Tape one end of the strip to a paper towel roll. Roll the pictures onto the paper towel roll. Cut the flaps off a cardboard box. Then, cut slits in each side of the box. (The slits need to be large enough to run the paper through.) Thread the paper through both slits and tape it to the second paper towel roll. Unwind the first roll through the "TV screen" and read the story together.

Family Connection

Send home a note encouraging families to turn off the TV one day a week, and include suggestions for family activities—e.g., taking walks; reading books; involving children in home projects like cooking, cleaning, and making repairs.

TV-Free Week

program number 207

Arthur and his friends pledge not to watch TV for a whole week.

Scary Stuff

Expressing ideas for overcoming fears via dramatic play helps children develop and improve

- **creative thinking and problem-solving skills**
- **language and literacy skills**
- **social and emotional development (coping skills, self-expression)**

Materials

- large piece of paper
- stuffed animals or puppets
- *Monsters in the Bathroom* by Bill Harley (audiotape)

It's empowering for children to think of ways to make themselves less afraid. Tell children about something that used to scare you as a child—e.g., a visit to the doctor, sirens, dogs. Ask for their advice, *What do you think I could have done to make myself feel less afraid?* Encourage suggestions and write them down on a chalkboard or large piece of paper.

Introduce a stuffed animal. Ask children what it is afraid of. Have it ask the children for advice: *How can I make myself feel less afraid?* Then have the animal act out some of the advice (cuddling with its mom, singing to itself, etc.) and report how it feels: *That feels nice!* To end the activity, play Bill Harley's "Monsters in the Bathroom," a funny and reassuring story song.

Night Fright

program number 207

School tough-guy Binky Barnes sleeps with a nightlight to keep nightmares away.

Video Preview—Children may find some of Binky's nightmares scary. This episode may be most appropriate for older children.

Making Music

By experimenting with musical instruments and making their own, children develop

- **creative movement skills**
- **music skills**

Materials

- duct tape
- lentils
- musical instruments (see below)
- paper plates
- plastic cups with lids
- stapler

There are so many different kinds of music to appreciate! Demonstrate three or four musical instruments—for example, a harmonica, a xylophone, a rubber-band guitar (see page 15), and a drum. Ask students to turn their backs as you play one of the instruments. *Which one did I play?* Repeat this game several times, letting student volunteers play the mystery instrument. Invite children to make and play their own instruments.

Homemade Tambourines: Staple two sturdy paper plates together, face to face, with lentils inside.

Homemade Maracas: Pour some lentils into a plastic cup and seal with the lid.

Encourage kids to make music. Shaking or striking their instruments will produce different sounds. Lead children in a parade as you march, playing your instruments, and sing "The Ants Go Marching One-By-One" and other songs.

In the Learning Center

Library/Listening Center

Provide tapes of different types of music. Read books about music, such as *Abiyoyo!* by Pete Seeger, *Mama Don't Allow* by Thatcher Hurd, and *Zin! Zin! Zin! A Violin* by Lloyd Moss.

Arthur vs. the Piano
program number 208
Arthur feels confident about his piano skills, until he hits a wrong chord during a school recital.

Team Players

Participating in a cooperative game and a building activity helps children develop and improve

- **creative thinking and problem-solving skills**
- **gross motor skills (coordination)**
- **social and emotional development (cooperation)**

Materials

- baby blankets or sheets
- cardboard tubes
- duct tape (cut into small strips)
- small and large balls

Some of the best games are those in which everyone works together. Here are a cooperative game and a building project that children will enjoy.

Balance and Bounce: Divide children into groups of 4–6. Give each group a baby blanket or sheet and a ball. Each member of the group holds a corner or edge of the blanket and everyone works together to make the ball bounce gently up and down in the center without falling off.

Rolling Ball Chute: Help each group of 3–4 children build a ball chute for a small ball by taping cardboard tubes together with duct tape.

In the Learning Center

Active Play Center

Partners hold a pair of dowels, one in each hand. They work together to pick up a Nerf or other soft ball between the sticks, carry it a couple of yards, and deposit it in a box.

The Big Blow Up
program number 208
Competition between Francine and the Brain threatens their friendship.

Take a Ride!

Taking a real or imaginary bus or subway ride helps children develop and improve

- **creative thinking and problem-solving skills (map skills)**
- **life skills**
- **math skills (counting)**

Materials

- large piece of cardboard
- small bus-stop signs
- toy bus

Let children know that today you're going for a pretend bus ride! Prepare them for the field trip by singing and acting out the verses below, sung to the tune of "The Wheels of the Bus."

Pay your money when you get on the bus, get on the bus, get on the bus.
Pay your money when you get on the bus to ride around the town.
Sit in the seats when you ride on the bus, etc.
Count three stops as you ride on the bus, etc.

Draw a map on the cardboard showing the school and the place you're traveling to. Let children place the bus-stop signs along the road. Drive a toy bus along the map. Chant directions together: *Everybody on the bus! Stop number 1! Stop number 2! Stop number 3! Everybody off the bus! We're at the park!*

Take It Further

If possible, plan a field trip using public transportation. As you ride, observe landmarks and other items of interest.

In the Learning Center

Art/Writing Center

Provide clay, sticks, tape, oak tag, and small boxes or blocks so children can add trees, signs, and buildings to the road map.

Lost!
program number 209
Arthur falls asleep on the bus and wakes up frightened in an unfamiliar part of town.

Summer Days

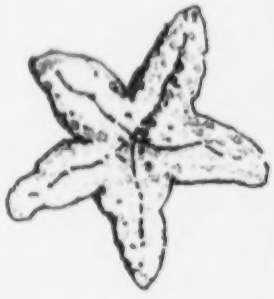
Organizing and carrying out a Summer Carnival helps children develop and improve

- **creative thinking and problem-solving skills**
- **social and emotional development (cooperation)**

What are some of the things your children like about summer? Playing on the beach? Eating ice cream? Plan a Summer Carnival with them to enjoy summertime activities. If the weather is warm, hold the carnival outside. If it is cold and wintry, celebrate summer indoors.

Involve children as much as possible in the planning of the events. If you wish, invite families or another group of children to enjoy the fun. Include some of these ideas and activities:

- beach-ball games (see page 45 for ball games)
- boats and water toys (in a water table or wading pool)
- building sand castles (add water to the sand table or sandbox)
- fishing with magnets (see page 20)
- make-your-own-sundae buffet
- relaxing at the beach (tapes of the ocean or music tapes, beach towels, and *Arthur* books for great summer reading)
- sidewalk chalk art (on the pavement or large paper)
- soap bubbles



The Short, Quick Summer
program number 209
It's the end of summer vacation, and Arthur thinks he didn't do all the things he'd planned to.

If I Were President

Discussing the President of the United States and making a class book about what they would do if they were president help children develop and improve

- **creative thinking and problem-solving skills**
- **language and literacy skills**

Materials

- art supplies
- paper
- photographs of the President, First Family, and the White House

Are any of your children interested in becoming president? Show pictures as you talk about the President, his or her job, family, pet(s), and the White House. Briefly describe how a president gets elected. Encourage children to share any information they may know. Tell them they will have a chance to be voters, too.

In "D.W. Goes to Washington," Arthur and D.W. imagine changes they would make if they were President. What new rules and laws would your children make? Help them think of ideas, which they can illustrate as you write the captions they dictate. Make a "When I Am President..." book to share with families (See page 58 for instructions on how to make a class book.)

Give children two choices for snack. Let them vote by hopping to two different parts of the room. In this election, everyone gets the choice he or she voted for!

In the Learning Center

Cooking Center

Children can make the snacks they voted for in the activity.

D.W. Goes to Washington
program number 210
During a tour of the White House, D.W. gets lost.

It's a Mystery

Using their senses of touch and hearing to guess what's inside a closed container helps children develop and improve

- **creative thinking and problem-solving skills (comparing and contrasting)**

Materials

- boxes with lids
- several pairs of adult-sized socks
- small items (e.g., chalk, eraser, ruler, small car, plastic animal, marker, pencil)

In "Arthur's Mystery Envelope," the principal at Arthur's school gives him an envelope to take home to his mom. Arthur really wants to find out what's inside. Discuss with children how you can sometimes use your hands, your ears, and even your nose to tell what's hidden inside something.

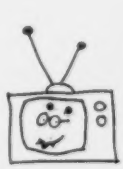
Touch: Display the collection of small items. Tell children that you are going to place one object in a sock. Children pass the sock around, feel the object, and try to guess what it is.

Listen: Display a smaller collection of school items. Tell children that you are going to put one object inside a box and pass it around. Children shake the box, listen to the sound, and try to guess what's inside.

In the Learning Center

Science Center

In addition to the materials from the activities above, prepare sniff-and-guess containers using baby powder, lemon extract, mint, pine needles, and cinnamon.



Arthur's Mystery Envelope*
program number 210
When Arthur has to bring a sealed envelope from the principal to his mother, he fears it could only mean the worst—summer school.

*Book-based story

Shall We Dance?

Learning simple dances and dancing to different types of music help children develop and improve

- **gross motor skills/creative movement skills**
- **music skills**
- **cultural/social diversity appreciation and understanding**

Materials

- dance music from different eras and cultures
- music for "Skip to My Lou" and "La Raspa" (Mexican Hat Dance)

Play dance music from different eras and cultures, and have children change their movements as you change the music. Then, as a group, try these two dances.

"Skip to My Lou"

1. As a group, stand in a circle and clap hands (as you sing the chorus).
2. Hold hands and walk into the circle, raising joined hands as you meet in the center; back out to your original position, lowering hands (as you sing the verses). Repeat.

"La Raspa" (Mexican Hat Dance)

1. Stand with one foot in front, heel on floor. Hop and change feet: left in front, right in front, left in front; (pause); right in front, left in front, right in front. (Left vs. right is not important, children simply alternate feet.)
2. Partners link arms and skip around each other in one direction, then change arms and skip in the opposite direction. Repeat.

Family Connection

Invite family members to bring in recorded music and teach folk or other popular dances.

Arthur and the Square Dance
program number to be announced
Does Francine really have a crush on Arthur? What a way to ruin a friendship!

In Search of Adventure

Creating and illustrating a collaborative adventure story helps children develop and improve

- **art skills**
- **creative thinking and problem-solving skills**
- **language and literacy skills (story comprehension)**

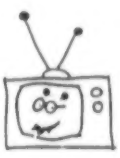
Materials

- art supplies
- large, sturdy pieces of paper

Just like Arthur and Buster in "Arthur's Faraway Friend," your children can invent spine-tingling tales of adventure as they create a collaborative adventure story. You may want to use the following story outline.

1. Arthur and Buster want to find *(What do they want to find?)* because *(Why do they want it?)*.
2. However, *(What makes it hard to get?)*.
3. Arthur and Buster begin their adventure. They *(What do they do?)*.
4. But unfortunately, *(What difficulty do they encounter?)*.
5. So Arthur and Buster *(How do they meet the challenge?)*.
6. Finally, *(How does the adventure end?)*.

Write the students' words on large pieces of paper that will become the pages of the class Big Book. Read the completed story back to the children and choose a title. Have teams of children illustrate the pages and a cover and feature the Big Book at story time. (See page 58 for instructions on how to make a class book.)



Arthur's Faraway Friend
program number to be announced
Arthur is crushed when he finds out that Buster is leaving town to go live with his dad for a while.

Ouch!

Talking about minor injuries and learning first aid help children develop and improve

- **language and literacy skills (storytelling)**
- **life skills**

Materials

- first-aid kit
- washable doll

Invite your children to tell stories of times they got hurt. Ask, *Who helped take care of your (cut, bump, splinter, bloody nose)? What did they do?*

Tell an interactive story incorporating incidents children have described. Use a doll and a first-aid kit as props. *One day on the playground, Josh the doll tripped and scraped his knee. Ow, it hurt! The teacher came over to help. What do you think the teacher did?*

Let children suggest first-aid procedures. Then help a volunteer use the first-aid kit to tend to the doll's knee. Continue the saga of the accident-prone doll as children add new events.

In the Learning Center

Drama Center

Provide first-aid supplies and dolls for children to practice first aid.

Arthur's Knee

program number to be announced

Arthur doesn't want to tell his mom he hurt his knee because then she'd know he'd been playing at the dump.

Video Discussion—Stop the video when Arthur and D.W. return from the dump. Ask, *What should Arthur do?* Discuss with children the importance of telling the truth, especially about health-related situations.

Everybody's a Winner

Learning cooperative games helps children develop and improve

- **creative thinking and problem-solving skills**
- **gross motor skills/creative movement skills**
- **social and emotional development (cooperation)**

Materials

- cardboard (two pieces at least 5' long and 6" wide)

Cooperative games provide opportunities for children to learn about working together. Try these two cooperative games in which the players may end up giggling rather than squabbling!

Elbow to Elbow: Children work in pairs. Call out: *Elbow to elbow, knee to knee, or heel to heel.* Partners must touch these body parts together.

Crossover: Place the cardboard pieces end-to-end on the floor. Have two groups of 4–6 kids line up on each end. The challenge is for each group to cross to the other end of the "bridge" without anyone stepping off the boards. (Provide ground rules so children know they have to work around each other.)

Family Connection

Invite families to a Game Night. Let children help choose the cooperative games they will play (see the Activity Index on pages 61–62 for more suggestions).

Arthur the Loser

program number to be announced

More than anything, Arthur wants to win. Is it really so wrong to cheat a little?

Video Discussion—Invite a class discussion about cheating. *What is cheating? Why do some people cheat?* Encourage children to express their opinions.

Really Silly

Enjoying humor through songs and games helps children develop and improve

- **creative movement skills**
- **language and literacy skills**

Materials

beanbag

Here are some opportunities for everyone to enjoy being silly. Invite children to wear their clown hats (*see* **Art Center**) as they participate.

Silly Animals on Parade: Create silly animal walks with the children: waddle like a duck, scamper and squeak like a mouse, lumber like a bear. Encourage children to suggest humorous alterations: *Let's pretend we're ducks who like to oink like pigs. Let's pretend we're bears who want to be ballet dancers.*

Monkey-See, Monkey-Do: Pass a beanbag around a circle as you chant:

Monkey, monkey, 1, 2, 3
Make a silly face like me.

The person holding the beanbag at the end of the chant makes a silly face. The rest of the class must try to make the same face.

Take It Further

Teach humorous action songs and chants. Some excellent resources are

The Funny Songbook by Esther Nelson (book)
Shake My Sillies Out: Raffi Songs to Sing by Raffi (book)
Wee Sing Silly Songs by Pamela Conn Beall (audiotape and songbook)

In the Learning Center

Art Center

Prepare cone-shaped clown hats for children to decorate with paint, cotton balls, crepe-paper streamers, animal stickers, etc.

Arthur the Unfunny

program number to be announced

Arthur doesn't know how to make people laugh when he has to perform as a carnival clown.

Count with Me

Reading books about counting and learning numbers 1–10 help children develop and improve

- **language and literacy skills**
- **math skills (counting)**

Materials

- scissors (optional)
- counting books (see below)
- crayons and markers
- glue
- index or oak tag cards with 1–10 written on them

Children will enjoy practicing their numbers by counting to ten. Share counting books such as *Anno's Counting Book* by Anno, *Feast for 10* by Cathryn Falwell, and *Fish Eyes* by Lois Ehlert with children. Distribute the number cards. As you read the books, ask kids who have that number to stand up and bow!

Ask children what else they can count up to ten (fingers, toes, crayons, etc.) Can they count backwards? Ask them to demonstrate. If possible, teach children how to count to ten in another language.

Take It Further

Find items in the classroom to feature in a class counting book. Have kids contribute drawings of each item. Glue children's pictures to each page and write the number prominently. (See page 58 for instructions on how to make a class book.)

Arthur vs. the Very Mean Crossing Guard

program number to be announced

A new crossing guard wants to charge Arthur and the Brain $10 to cross the street. Is this guy for real?

Be a Book Critic

Listening to books, reviewing them, and making a chart of their reviews help children develop and improve

- **creative thinking and problem-solving skills**
- **language and literacy skills**
- **math skills (graphing)**

Materials

- circle stickers
- large paper
- markers
- read-aloud books

Invite children to enjoy the wonderful world of books! Select several books based on their interests. Ask your librarian for suggestions.

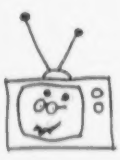
Feature one new book a day. After you read the story, ask the group what they thought. Write the title of the book on large paper and the children's comments below it. Tell your book reviewers that they can use a symbol to indicate what they thought of a book. Introduce the following rating symbols or let the group choose its own.

☺ *I liked it!*
😐 *It's OK.*
☹ *I didn't like it.*

Distribute circle stickers and let kids draw the symbol indicating their opinions. Post their reviews in the Library Center.

Family Connection

Send home a list of recommended books, including class favorites and titles suggested by parents and librarians. Encourage children to bring in a favorite book, or invite a family member to read aloud to the class.



Buster Hits the Books
program number to be announced
Buster's got just one week to finish an entire book—and write about it for school!

Walk on the Wild Side

Learning about animals and their habitats, and placing animal cutouts on a trail map, helps children develop and improve

- **art skills**
- **creative thinking and problem-solving skills (maps)**
- **language and literacy skills (spelling)**
- **science skills (nature knowledge)**

Materials

- art supplies
- scissors
- glue
- trail map (Create your own by drawing a map on very large paper. Show trails winding through forests, fields, deserts, ponds, oceans.)

Invite your children to learn more about animals (maybe even aardvarks like Arthur!). Display the map on a tabletop or floor. Ask kids to name some animals and insects that live in the different environments. Distribute drawing materials so each child can draw an animal.

As you cut out the animals, engage the children in conversation that helps them share and build knowledge: *Where do rabbits live? What do squirrels like to do? If you see a baby mouse on the ground, should you pick it up?* Have children glue their animals to the appropriate habitats on the map. Label with the name or first initial of the animal.

Take It Further

Plan a field trip to a nature site or city park. Have a picnic, sit quietly, listen, and look for animals. Children can count the ones they see.

D.W. and the Deer
program number to be announced
D.W. wants to bring a bit of nature home from the family camping trip—a rather large deer named Walter!

Safety First!

Reviewing safety rules, and making safety posters and badges, help children improve and develop

- **creative thinking and problem-solving skills**
- **language and literacy skills**
- **life skills**

Materials

art supplies
badges (with the words "I'm a Safe Kid!")
large paper
tape

Although D.W. takes her role as Special Safety Deputy too seriously, it's important to be safety conscious. Invite your children to form a School Safety Patrol to learn important facts about safety. Tour the class-room, the school building, and the playground together, stopping at various sites to review safety rules. Can children demonstrate the safe way to go down steep stairs? Can they describe the safe way to hand a pencil to someone else? What's the safe way to walk past the playground swings?

At each site, write down the safety rules the children dictate. Back in the classroom, write the rules for each area on a separate piece of large paper and let groups of children illustrate the borders of the Safety Posters.

Reward children for their safety awareness by distributing "I'm a Safe Kid!" badges. Let children decorate their badges. Use tape to attach the badges to the children's clothes; then, as a group, retrace the tour taken by the School Safety Patrol, posting your Safety Posters in each area.

D.W. Blows the Whistle
program number to be announced
D.W., a Junior Safety Officer, has a reputation for being a strict enforcer of the rules—well, OK, a tattletale.

The Name Game

Playing a letter recognition game, and graphing the number of letters in their names, helps children develop and improve

- **language and literacy skills**
- **math skills (counting and graphing)**

Materials

chart paper
glue
graph paper
scissors

What's in a name? Play these games to find out.

The Name Game. Sit in a circle with the children. Each person says his or her name and something they like which starts with the same letter as the first letter in their name. Write the words on the chalkboard so kids can see the letters.

Name Graph. Write each child's first name on a graph-paper strip, one letter per square. Cut each name out and help children read and claim theirs. On chart paper, make columns headed by numbers, 4, 5, 6, etc., corresponding to the number of letters in each child's name. Let kids count the letters in their names and glue their name strips to the corresponding column on the chart. Ask questions about the chart: *Who has the shortest name? How many people have four letters in their name?* Teach kids how to clap the number of syllables in each name.

Family Connection

Have children ask at home how their first name and/or nickname was chosen. Encourage the adults to send in a note about it and share the stories at circle time.

D.W.'s Name Game
program number to be announced
D.W. and Arthur's name-calling gets out of control. Although they improve their vocabulary, the insults become deleterious.
Video Discussion—This may be a good opportunity to address the issue of name-calling.

It's Not Fair

Exploring how it feels to be excluded, and finding ways to cope with the situation, help children develop and improve

- **creative thinking and problem-solving skills**
- **social and emotional development (conflict resolution, self-expression)**

Materials

puppet or stuffed animal

For young children, being excluded by their peers is a common, painful experience. Role-play with a puppet or stuffed animal to explore the issue.

Introduce a puppet who is acting angry and upset. Explain the puppet's behavior: *All the kids in the class were invited to a party except this puppet, and her feelings are hurt.* Ask the children to talk to the puppet, find out what happened and help the puppet figure out a way to feel better.

Next, ask volunteers to act out the following scene. Two children are playing together. A third child asks if he can play. They say no. Have the class use the ABCD Conflict Solving* steps below to discuss the situation and figure out a solution that is fair to everyone. Then role-play the chosen solution.

Ask: What's the problem?
Brainstorm solutions.
Choose the best.
Do it!

*From *Teaching Conflict Resolution through Children's Literature* by William J. Kreidler (Scholastic, 1994).

In the Learning Center

Library Center

Read and discuss books about being excluded, such as *Crow Boy* by Taro Yashima and *Jamaica Tag-Along* by Juanita Havill.

D.W.'s Very Bad Mood

program number to be announced

Francine sets out to find the reason for D.W.'s cranky behavior before Arthur loses his mind. Is D.W. feeling left out?

A Dish for Detectives

By helping out in a cooking project, children develop

- **science skills (observing and predicting)**

Materials

ingredients and supplies for meringues:

- 1 cup sugar
- 1 tsp. vanilla
- 4 egg whites
- bowl
- cookie sheets
- hand-held eggbeater

Good detectives know how to observe details and recognize cause and effect. Use this cooking project to develop these skills and have some food fun.

Separate four eggs. Place the whites in a clear bowl and let the children take turns beating the egg whites. Ask everyone to predict how the egg whites will change. Have children describe the end result and hypothesize the reason for the change.

When egg whites are stiff, beat in one cup sugar and one teaspoon vanilla until glossy. Place spoonfuls of meringue on cookie sheets and bake for about 45 minutes at 250°. Have children predict how the heat of the oven will affect the mixture.

Enjoy the cookies! Send the recipe home and encourage children to tell their families about the cooking project.

Family Connection

Have children use cotton swabs and lemon juice to write or draw a hidden message to someone in their family. The image can be read by holding the lemon juice message near a lit light bulb.

Fern's Slumber Party

program number to be announced

When shy Fern hosts a slumber party, her guests are sure it'll be boring. But when disaster strikes, Fern's detective work saves the night!

Share and Share Alike

Practicing sharing helps children develop and improve

- **creative thinking and problem-solving skills**
- **math skills**
- **social and emotional development (cooperation)**

Materials

- bite-sized crackers
- crayons
- paper

You can help children develop their ability and willingness to share with the following activities.

Sharing Crayons: Divide children into groups of four. Give each child a piece of drawing paper. Give each group six crayons. Explain that each group must figure out a fair way to share the crayons. After children have drawn their pictures, each group will show and tell how they decided to share the crayons.

A Fair Share: Give small groups of children enough bite-sized crackers for each child to have three. Ask each group to share the snack fairly. Afterwards have children explain their solutions.

Take It Further

For more practice in sharing, read and dramatize *The Doorbell Rang* by Pat Hutchins, using 12 paper cookies as props.

In the Learning Center

Library Center

Explore the issue of "finders, keepers" with *Jamaica's Find* by Juanita Havill and *Irene and the Big Fine Nickel* by Irene Smalls-Hector.

Finders Key-pers

program number to be announced

Arthur, Binky, and the Brain find a key—but to what? When they decide to split the unknown treasure 50–50–50, the trouble really begins!

Renovate a Room

Imagining how they would decorate their bedrooms, and taking part in decorating projects, help children improve and develop

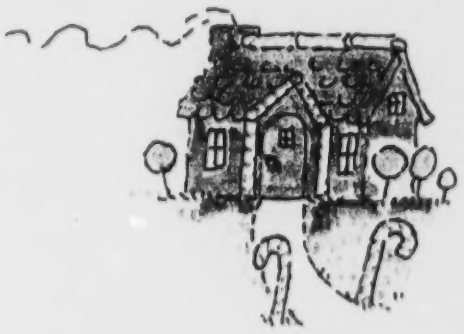
- **art skills**
- **creative thinking and problem-solving skills**

Materials

- dollhouse "furniture" materials (clay, empty spools, cardboard, etc.)
- fabric
- glue
- paint samples
- shoeboxes
- stamps and stamp pads
- wallpaper scraps

Ask children, *If you could design your bedroom to be just the way you wanted, what would it be like? Would it have a bed that looks like a race car? A bunk bed? A sandbox? A playhouse? What colors would it be?* Encourage children to brainstorm lots of different ideas, both practical and far-fetched. Invite them to make "home decorator" collages from scraps of fabric, trim, wallpaper, and different-colored paints.

Older children can design and build shoebox bedrooms—painting or wallpapering the walls of their box, building furniture with the materials provided, and decorating with fabric and decorative stamps.



Francine Redecorates

program number to be announced

It's a clash of styles when Francine and her sister decide to redecorate their room.

Who Do We Appreciate?

Creating cards for people they appreciate helps children develop and improve

- **art skills**
- **language and literacy skills (vocabulary)**

Materials

- art supplies
- paper

Ask children, *What does it mean to appreciate someone?* Clarify the meaning of the word through discussion. Who do you appreciate? Tell your children some of the reasons why you appreciate them (e.g., they participate in circle time, are good company). Share what you appreciate about your colleagues, the children's parents, etc.

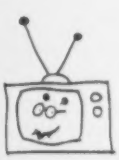
Slap your thighs and clap your hands as you teach this cheer: *2, 4, 6, 8; Who do we appreciate?* After the class chants the verse, ask a child, *Who do you appreciate? Why?* Chant the verse again and let another child answer.

Write the words "2, 4, 6, 8; Who do I appreciate?" on a piece of paper, make enough photocopies for each child to have one, and fold the paper in half to create a card. Inside the card, children can draw the person they appreciate doing something and explain why. Write down the explanations. Alternatively, have the class choose someone they all appreciate and create a group appreciation card.

In the Learning Center

Art/Writing Center

Provide envelopes, stamps and heart-shaped paper for additional appreciation notes.



Grandma Thora Appreciation Day
program number to be announced
Arthur and D.W. are planning a surprise party for Grandma Thora, all by themselves.

Kids in the Kitchen

Trying new foods and making snacks help children develop and improve

- **life skills**
- **social and emotional development (appreciating new experiences, cooperation)**

Materials

- blender or food processor
- ingredients for recipes below

Let your children try their hand at creative cookery. They may concoct a truly delicious recipe!

Ask kids to work in small groups to create class snacks. An adult writes down the recipe and supervises use of the equipment. (**Note:** Be aware of food allergies, especially to nuts, such as peanuts.)

Friendship Shake

Children choose ingredients (or introduce fruit they've never had before), then an adult mixes the drink in a blender or food processor.

- 1 cup of soft peeled fruit (mix and match!)
- 1 cup fruit juice or milk
- 1/2 cup crushed ice
- 1/4–1/2 cup sugar

Friendship Crunch

Have children mix a variety of the following:

- dried fruit
- dry cereal
- shelled seeds or nuts

In the Learning Center

Library Center

Feature stories, songs, and poems about food, such as *Chop, Simmer, Season* by Alexa Brandenberg, *Cloudy with a Chance of Meatballs* by Judi Barrett, and *Everybody Cooks Rice* by Nora Dooley.

How the Cookie Crumbles
program number to be announced
Muffy's friends help her make award-winning cookies, but Muffy claims the prize for herself.

Special Delivery

Creating a class post office helps children develop and improve

- **art skills**
- **language and literacy skills**

Materials

- art supplies
- glue
- name tag (for each child)
- photo or drawing of each child
- shoebox (for each child)

Children love to receive mail. Together you can make a class Post Office. Have each child decorate the inside of a shoebox. Help children glue their name tags and a photo or drawing of themselves to the edge of their boxes. Stack and glue all the "mailboxes" together. Throughout the school year, set aside time for kids to make cards, postcards, or drawings for each other. Make sure each child receives mail.

In the Learning Center

Art/Writing Center

Children can create small gifts with craft materials. Package the gifts in envelopes for delivery (be sure everyone gets a gift).

Library Center

Read books about love such as *All the Places to Love* by Patricia MacLachlan, *Honey, I Love* by Eloise Greenfield, and *How Do You Say It Today, Jesse Bear?* by Nancy White Carlstrom.

Muffy's Mashnotes

program number to be announced

When Muffy tries to bribe the judges at the school science fair, Francine and the Brain plot revenge.

We Are Family

Creating a bar graph showing differences among their families, and a bulletin board to celebrate their families, help children develop and improve

- **math skills**
- **social and emotional development (self-esteem)**

Materials

- art supplies
- chart paper (for bar graph)
- paper
- Post-It® notes

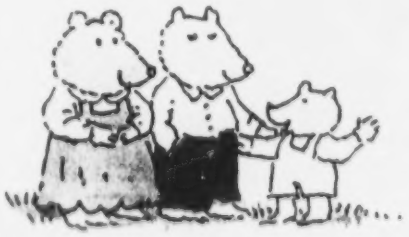
Families come in all shapes and sizes. Make a class bar graph with your children to celebrate the variations. (Be aware of children who live in shelters or other difficult situations.) Have each child draw a picture of himself or herself on a Post-It note. Help students post their portraits next to the appropriate categories on the bar graph:

"I live with an older sister, brother, or cousin."

"I live with a younger sister, brother, or cousin."

"I'm the only child in my home."

Discuss the results with children. *Do more kids have older or younger siblings? How many kids are the only child at home? What's the best thing about being an only child? What's the best thing about living with an older or younger child?* Encourage children to draw pictures and bring in photos of their families. Some children may want to dictate captions.



Sue Ellen's Little Sister

program number to be announced

Sue Ellen is tired of being an only child, until she finds that her quest for the perfect sibling leads her to . . . D.W.

A Private Place

Listening to poetry, and creating their own poems about their favorite quiet-time places, helps children develop and improve

- **creative thinking and problem-solving skills**
- **language and literacy skills**

Materials

- art supplies
- paper
- poetry anthology (such as *Read-Aloud Rhymes for the Very Young* by Jack Prelutsky)
- soft music

Everyone appreciates a little privacy now and then. Read the poem "Sometimes" by Mary Ann Hoberman, then encourage children to recite it with you.

Tell children about solitary places you enjoyed as a child. Ask where they like to go to be alone. Read several more poems from *Read-Aloud Rhymes for the Very Young*, such as "Keziah" by Gwendolyn Brooks, "Pretending" by Bobbi Katz, and "Halfway Down" by A.A. Milne.

Distribute drawing materials and play soft music. Invite children to draw pictures and create poems about their own private places. Write down the words dictated by children, breaking the lines so that the words read like poetry.

Take It Further

Your class can keep a diary just like Sue Ellen does. Each week, ask children to describe something special that happened. Write the entry in the diary. Periodically, read it and reminisce together.

In the Learning Center

Art Center

Make treasure boxes for storing private mementos.

Sue Ellen's Lost Diary

program number to be announced

When Sue Ellen loses her diary, her friends start to wonder if she's written anything about them.

Splish Splash

Holding a Waterworld Carnival to explore water through math, science, and art helps children develop and improve

- **art skills**
- **creative thinking and problem-solving skills**
- **math skills (counting)**
- **science skills**

Water play is great fun. Choose from the suggestions below to set up a Waterworld Carnival with booths inside or outside for water games and exploration.

Boat Yard: Build boats and rafts from craft sticks, Styrofoam blocks, aluminum trays, egg cartons, etc. Put small plastic animals on board and launch the fleet.

Number Scoop: Make berry-basket number scoops, labeling each basket with a number from 1–5. Float ten or more Ping-Pong balls in a dishpan. Let children choose a berry basket and try to scoop up the same number of balls. Older kids can try using two scoops at once and adding up the number of balls in the baskets.

Sun Catchers: Use eyedroppers to drip watercolors on stiff clear plastic. Let the paint dry in the sun, then hang the art in a window.

Water Table Inventions: Provide duct tape, tubes, funnels, water wheels, etc.

Family Connection

Invite family adults and older siblings to come to the carnival as guests or staff for the booths.

Water and the Brain

program number to be announced

Is the Brain a snob? Or is he just afraid of water? Can Arthur and the gang help?

Recipes and Class Book

How to Make a Class Book

There are many different ways to assemble a class book. Try using one of the following methods:

- **Fold the pages accordian-style. Hang from a bulletin board or use as a wall chart.**
- **Fold the paper in half. Nest the pages one inside the other, and then staple down the center.**
- **Punch two or three holes along the side or top. Use ring binders, ribbon, pipe cleaners, string, shoelaces, or yarn to connect the pages.**
- **Roll up a long sheet to make a scroll book. Store in a decorated paper towel roll.**
- **Staple along the edges of the pages and cover with colorful tape.**

Use sturdy paper for the cover and decorate with wrapping paper, fabric, cut-outs from magazines, or tinfoil. If you are going to make copies, don't use dark colored paper inside.

Trail Mix

(Recipe for individual serving—increase as necessary.)

½ teaspoon chopped peanuts
½ teaspoon sunflower seeds
½ teaspoon chopped, dried apricots
½ teaspoon chopped soy nuts
6 raisins
½ teaspoon chopped pumpkin seeds

Mix and eat!

Goop

2 cups of cornstarch
½ cup water
food coloring (optional)

Mix ingredients together in a large mixing bowl. If mixture is too dry, add water by the teaspoonful until cornstarch is completely wet but there's no water on the surface. When you squeeze the mixture in your hand, it should feel solid. When you open your fist, it will drip like liquid.

Note: This mixture can clog drains. It's best to dispose of it in the trash.

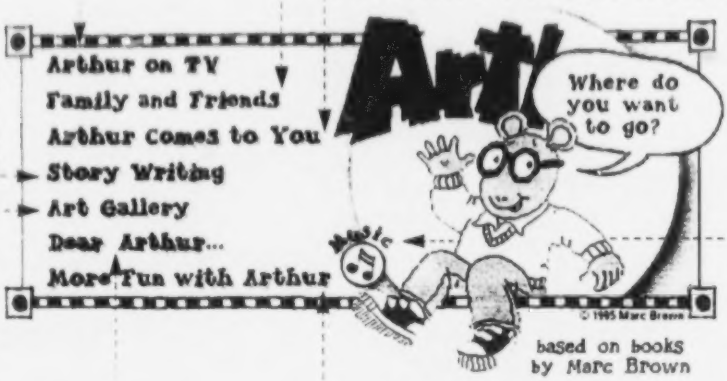
Arthur™ Web Site

Visit Arthur on the Web at **www.pbs.org/arthur** and you will find...

Arthur on TV
a monthly calendar of Arthur episodes, broadcast dates, and program descriptions.

Family and Friends
pictures and biographies of Arthur's family and friends.

Story Writing
activities excerpted from the *Story Writing with Arthur* teacher's guide.



Arthur Comes to You
a list and description of upcoming Arthur events around the country.

Art Gallery
Arthur art that kids send in to be posted on the Arthur Web site. You'll also find pictures of Arthur and his friends to print out and color in.

Music
the Arthur theme song and lyrics.

Dear Arthur
an opportunity to write to Arthur. Kids can tell him what they think about the shows and Web site, write about themselves, and send stories.

More Fun with Arthur
an invitation to subscribe to the Arthur backweb and automatically receive the program schedule, an Arthur "background" for your computer screen, and kid art.

Resources

There are many excellent books available to help you select poems, songs, and picture books. Check with your local bookstore or library for additional titles.

Picture Book Guides

Freeman, Judy. *Books Kids Will Sit Still For: The Complete Read-Aloud Guide*. 2nd edition. Bowker, 1990.

Freeman, Judy. *More Books Kids Will Sit Still For*. Bowker, 1995.

Gillespie, John, and Corinne Naden, eds. *Best Books for Children*. 5th edition. Bowker, 1994.

Kimmel, Mary Margaret, and Elizabeth Segal. *For Reading Out Loud! A Guide to Sharing Books with Children*. Dell, 1991.

Lipson, Eden Ross. *The New York Times Parent's Guide to the Best Books for Children*. Revised ed. Times Books, 1991.

Thomas, James L. *Play, Learn and Grow*. Bowker, 1992.

Poetry Anthologies

de Regniers, Beatrice Schenk. *Sing a Song of Popcorn*. Scholastic, 1988.

Frank, Josette. *Poems to Read to the Very Young*. Random House, 1982.

Hudson, Wade. *Pass It On: African American Poetry for Children*. Scholastic, 1993.

Prelutsky, Jack, ed. *The Random House Book of Poetry for Children*. Random House, 1983.

Prelutsky, Jack, ed. *Read-Aloud Rhymes for the Very Young*. Knopf, 1986.

Song Books and Audio Recordings

Look for books and tapes by Tom Glazer, Woody Guthrie, Ella Jenkins, Hap Palmer, Raffi, Pete Seeger, and Sharon, Lois & Bram. They all sing traditional and original songs for young children. In addition to their recordings, you may enjoy the following songbook compilations:

Fox, Dan, ed. *Go In and Out the Window: An Illustrated Songbook for Young People*. Holt, 1987.

Guthrie, Woody. *Woody's 20 Grow Big Songs*. HarperCollins, 1992.

Raffi. *The Raffi Singable Songbook*. Crown, 1987.

Sharon, Lois & Bram. *The All New Elephant Jam*. Crown, 1989.

Cooperative Games for Young Children

Smith, Charles A. *The Peaceable Classroom: 162 Easy Activities to Teach Preschoolers Compassion and Cooperation*. Gryphon House, 1993.

Wichert, Suzanne. *Keeping the Peace: Practicing Cooperation and Conflict Resolution with Preschoolers*. New Society Publishers, 1989.

Guidelines

The National Association for the Education of Young Children (NAEYC) offers helpful guidelines on choosing good toys in a pamphlet called *Toys: Tools for Learning*. For free copies, write to the NAEYC, 1509 16th Street NW, Washington, DC 20036.

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Arthur™ Books

Available from Little, Brown and Company

Arthur and the True Francine
Arthur Babysits
Arthur Goes to Camp
Arthur Meets the President
Arthur Writes a Story
Arthur's April Fool
Arthur's Baby
Arthur's Birthday
Arthur's Chicken Pox
Arthur's Christmas
Arthur's Computer Disaster
Arthur's Eyes
Arthur's Family Vacation
Arthur's First Sleepover
Arthur's Halloween
Arthur's New Puppy
Arthur's Nose
Arthur's Pet Business
Arthur's Teacher Trouble
(also available in Spanish, *Arthur y sus problemas con el profesor*)
Arthur's Thanksgiving
Arthur's Tooth
Arthur's TV Trouble
Arthur's Valentine
D.W. All Wet
D.W. Flips!
D.W.'s Lost Blankie
(available Spring 1998)
D.W. Rides Again!
D.W. The Picky Eater
D.W. Thinks Big

Chapter Books
Available in Spring 1998, the *Arthur* chapter books are of longer length and are intended for readers eight-years-old and up.
Arthur Makes the Team
Arthur's Mystery Envelope
The Crunch Cereal Contest
The Scare-Your-Pants-Off Club

Paperback Book and Cassette Packages
(stories read by Marc Brown)
Arthur Babysits
Arthur Goes to Camp
Arthur Meets the President
Arthur's April Fool
Arthur's Baby
Arthur's Eyes
Arthur's Family Vacation
Arthur's Halloween
Arthur's Pet Business
Arthur's Teacher Trouble
Arthur's Tooth

Available from Random House

Arthur Goes to School
Arthur Tricks the Tooth Fairy
(available February 1998)
Arthur's Neighborhood
Arthur's Reading Race
Arthur's Really Helpful Word Book
D.W.'s Coloring Book
Glasses for D.W.
Kiss Hello, Kiss Goodbye
Say the Magic Word
Where's Arthur's Gerbil?

Arthur CD-ROMs (Living Books®)
Arthur's Birthday
Arthur's Reading Race
Arthur's Teacher Trouble

Call **(800)733-3000** to order ARTHUR videos from Random House or check with your local bookstore or library.

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Activity Index (*see also* **Learning Center Index** *on page 63*)

Art
animals 51
appreciation 39
ball and box 39
cardboard box playhouse 32
clay and play dough 31
color mixing 39
cut paper and collage 8, 16, 24, 25, 54
decorating badges and awards 24, 43, 52
decorating musical instruments 45
decorating tricycles, making license plates 36
drawing 11, 16, 18, 19, 29, 33, 37, 38, 39, 41, 43, 44, 47, 48, 50, 51, 55, 56, 57
eyedropper art 57
fabric art 18
family portraits 56
group art 29; 39, 43
masks, costumes, and props 33, 35
outdoor 39
paint blobs (folded paper) 34
painting 27, 29, 34, 39
self portraits 8, 40, 56
shoe-box rooms 54
sidewalk chalk 46
sun catchers 57
toothbrush holder 31
with music 43, 57

Cooking
Ants on a Log 40
butter 27
frozen pops 29
Friendship Crunch 55
Friendship Shake 55
granola 27
make-your-own-sundae buffet 46
meringues 53
muffins 27
party sandwiches 40

Creative Thinking and Problem-Solving Skills
(*see also* **Dramatic Play**)
brainstorming ideas 10, 21, 22, 26, 37, 44, 46, 47, 53
classifying 11, 15, 22, 25, 33, 41
comparing/contrasting 10, 18, 36, 47
drawing conclusions 10, 30, 37, 47
exercising imagination 11, 15, 19, 23, 34, 47, 48, 49, 54, 57
experimenting and observing 10, 13, 27, 29, 30, 37, 39, 45, 57
memory 37
observing 39
planning events 17, 22, 27, 44, 46
predicting 13, 28, 30, 53
problem solving 9, 10, 13, 14, 16, 17, 25, 29, 30, 31, 34, 37, 44, 45, 48, 49, 53
sequencing 19, 22, 34, 36, 41, 46, 48
stating opinions 33, 51

Cultural/Social Diversity Appreciation and Understanding
(*see also* **Social and Emotional Development**)
books and music 17, 18, 19, 28, 32, 48
different languages 28
disabilities 8
family and community input and connections 11, 14, 16, 27, 28, 40, 48, 49, 51, 52, 56, 57
positive attitudes toward differences 8, 14, 16, 28, 56
stereotypes 8

Dramatic Play and Creative Movement
creative movement 12, 14, 15, 19, 22, 23, 48, 50
dramatizing a story, song, or rhyme 13, 17, 19, 32, 40, 41, 46, 54
pantomime 12, 22, 33, 41, 50
puppets/stuffed animals 9, 18, 25, 26, 30, 42, 44, 49, 53
role-plays/make-believe 8, 11, 16, 18, 25, 26, 28, 30, 32, 33, 35, 42, 44, 46, 49, 53

Games
cooperative games 12, 14, 21, 26, 34, 42, 45, 49
singing/chanting games 12, 15, 23, 40, 46, 50

Gross Motor Skills/Creative Movement Skills
(*see also* **Dramatic Play and Creative Movement**)
active play 10, 14, 15, 26, 42
balance 14, 23, 32, 45, 49
balls and beanbags 21, 26, 45, 46, 50
body awareness 12, 14, 23, 36, 49
dance 48
eye–hand coordination 20, 21, 26, 45, 57
tactile awareness 47
yoga 23

Language and Literacy Skills
creating class books, journals, posters, story scroll 10, 16, 19, 27, 37, 41, 44, 48, 50, 52
creating poems and songs 23, 35, 57
developing storytelling skills 9, 15, 19, 37, 41, 48, 49
dictating letters and cards 34, 38, 55
dictating recipes and rules 52

64

dictating stories and information 8, 10, 11, 15, 16, 19, 31, 37, 40, 43, 44, 57
enjoying books and storytelling 11, 13, 17, 24, 27, 28, 51
enjoying poems, chants, and finger plays 18, 23, 27, 35, 40, 41, 50
letter/name/word recognition 9, 20, 24, 51, 52
listening 41
making journals 14
predictable language patterns 23, 50
vocabulary expansion 27, 42, 55

Life Skills
babies 18
community awareness 11, 22, 26, 31, 32, 52
  library 11
  local buses, subways 46
  police officers 31
  post office, mailboxes 38, 56
families 18, 21, 41, 44, 49, 51, 56
first aid 49
manners 28
map skills 22, 46, 51
occupations 31, 33, 47
safety
  recognizing traffic signs and signals 26
  school and playground 52
  sidewalk and traffic 26
  what to do if you're lost 31
television, alternatives 21, 44
U.S. president, voting 47
weddings 32

Math
calendars 27
comparing and matching 25, 42
counting 18, 40, 46, 50, 52, 54, 55, 57
graphs and charts 9, 14, 30, 51, 52, 56
making equal groups 54
measuring 27
patterns 12
probability 30

Music
appreciation 18, 43, 48
making musical instruments
  rain stick 22
  rubber band guitars 15
  tambourines and maracas 45
moving to music 12, 14, 15, 18, 19, 36, 43, 45, 48
recognizing instruments by sound 45
rhythm games 12, 14, 23
singing 15, 18, 26, 27, 28, 32, 40

Science and Health
environmental awareness 10, 22, 27, 32, 51
experimenting, predicting, observing 10, 13, 29, 30, 37, 45
health
  caring for babies 18
  dental care 31
  eye exams and glasses 8
  first aid 25, 49
  food and nutrition 16, 25, 27
human growth and change 18, 31
  death 20
learning about
  animal footprints 10
  animal habitats 51
  five senses 47
  horses 42
  magnets 20, 46
  pets and pet care 12
observing changes, cause and effect 10, 27, 29, 37, 53
shadows 37
sound 45
water and ice 29
weather 22, 27, 34, 46
wheels, things with 36

Social and Emotional Development
(*see also* **Games**)
appreciating new experiences 9, 33, 40, 55
awareness/appreciation of others 14, 24, 26, 43, 48
conflict resolution 13, 30, 38, 53
cooperation (working with others) 13, 14, 19, 21, 23, 26, 29, 34, 39, 43, 45, 49
emotional control 26, 30
expressing and coping with feelings
  anger 13, 38, 41
  appreciation 55
  being excluded 53
  being sick 25
  being teased 38, 42
  death 20
  fear 10, 35, 37, 44
  happiness 38, 41
  privacy, solitude 57
  toward babysitters 16
  toward pets and people who have died 20
expressing personal preferences 16, 33, 51
friendship 40, 53
good sport 26
imaginary friends 11
kindness, empathy, helpfulness 18, 24, 26, 34, 42
manners 28
responsibility 32
self-confidence 14, 30, 38
self-esteem, self-awareness 8, 14, 24, 43
sharing 13, 54

Learning Center Index

Active Play Center
ball and beanbag games 21, 45
tumbling mats, balance beams 23

Art Center
animal posters 12
clay 10, 43
clown hats 50
decorating
  eyeglass frames 8
make a tool box 22
make cards 40, 55
paper balloons 19
pencil rubbings 39
photo albums 8
print making 10
puppets 9
recycled materials
  doll beds 18
refrigerator magnets 20
road map 46
signs 46
small gifts 56
tissue paper flowers 32
treasure boxes 57

Cooking Center
fancy snacks 28
making snacks 47
trail mix 23

Drama Center
construction site 22
doctor's office 25, 49
occupational props 33
picnic 16
picture day 8
post office 38
secret hideaways, clubhouses 36

Library/Listening Center 9, 11, 13, 15, 17, 24, 26, 29, 33, 35, 41, 42, 43, 45, 53, 54, 55, 56

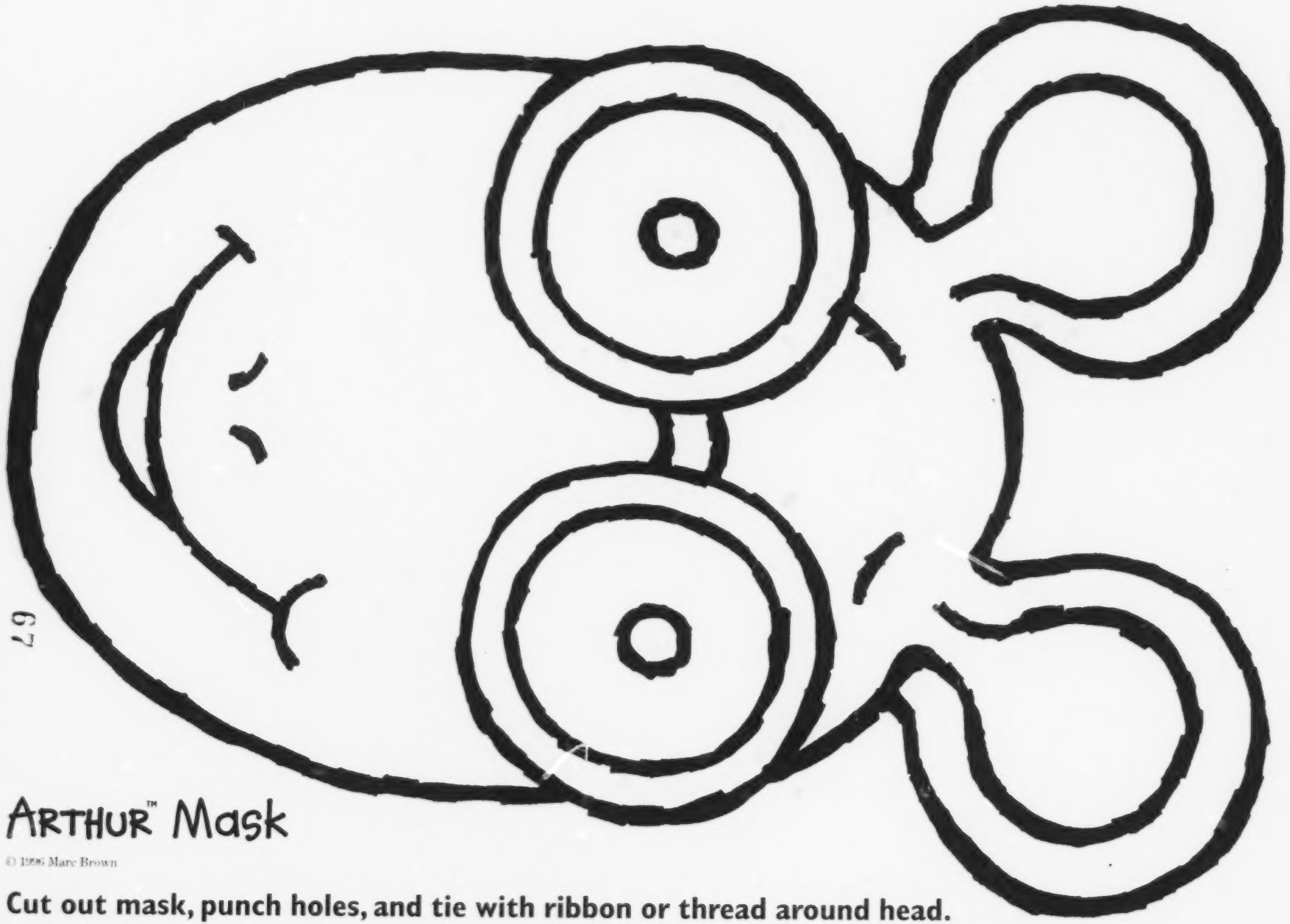
Math Center
counting, sorting 34, 42
dice probability games 30
patterns (blocks, beads, stickers, etc.) 12
sequencing 39
shapes 34

Music Center 12, 22, 28

Science Center
color mixing 39
cornstarch mixture (goop) 35
magnets 20
magnifying lenses 8
shadows 37
sniff and guess 47

Water Center
bath time for dolls 18
bubbles 19
ice cubes 29
ocean animals and rafts 10
water displacement 13

Writing Center 20, 38, 40, 55, 56



ARTHUR™ Mask

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Cut out mask, punch holes, and tie with ribbon or thread around head.

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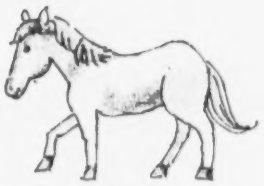

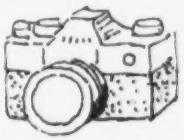
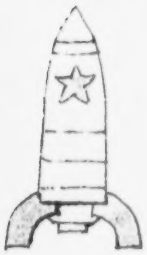

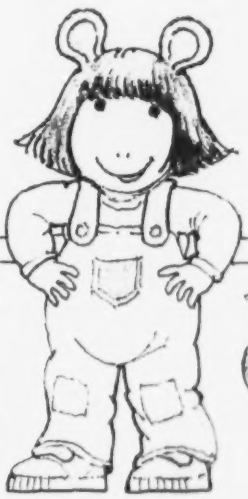

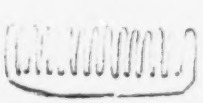

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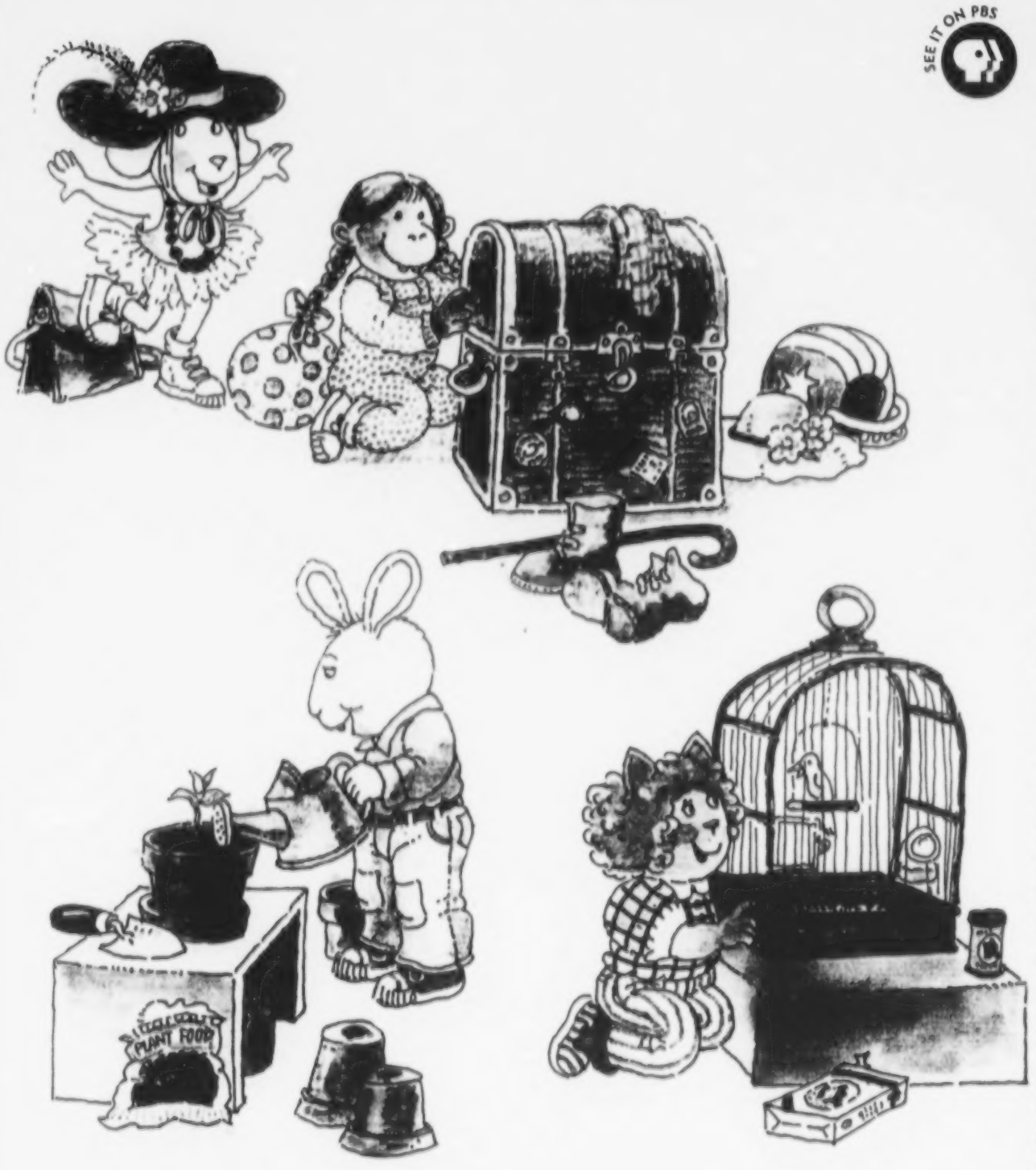

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